

# **GRE**

## **INFORMATION BULLETIN 1980-81**

### **Graduate Record Examinations and Minority Graduate Student Locator Service**

Please keep this Bulletin even after you register for the Graduate Record Examinations. It contains a sample GRE Aptitude Test and information and special forms that you may need at a later date.

**THIS IS A FREE PUBLICATION.**



## You Will Need Additional Materials . . .

### To Take the GRE on a Date other than a National Test Date

If you are unable to take the GRE on one of the national Saturday or Monday test dates, you may wish to take the GRE at one of the eight Special Administration Service test centers in the United States (see page 21). To do this, you must use the registration form in the Special Administration Service Supplement to the *Information Bulletin*, which can be obtained either from ETS or from the Special Administration Service test center at which you wish to be tested. In addition, the institution you attend or one near your residence may offer the GRE on one or more dates during July, August, or September. Ask the testing office at the institution about the Summer Institutional Testing Program (see page 22).

### To Apply for an NSF Graduate Fellowship

If you plan to take the GRE in December 1980 to fulfill requirements for a National Science Foundation (NSF) Graduate Fellowship application, be sure to obtain NSF application materials by writing to the Fellowship Office, National Research Council, 2101 Constitution Avenue, Washington, D.C. 20418. The NSF materials include a GRE Candidate Identification Card, which

should be submitted with the GRE registration form in this *Bulletin*. Note that there is no special NSF/GRE *Bulletin* or registration form, and NSF does not provide a GRE *Bulletin* with its application materials.

### To Take the GRE in India

You must make arrangements for registering with the Bureau of Educational Research and Service, Ewing Christian College Campus, Allahabad, U.P., 211 003, India.

### To Take the GRE in Taiwan

You must make arrangements for registering with the Foundation for Scholarly Exchange, 1-A Chuan Chow Street, Taipei 107, Taiwan, Republic of China.

### To Fulfill a Requirement for TOEFL

Many colleges and universities require applicants whose native language is not English to take the Test of English as a Foreign Language (TOEFL). If any institutions to which you are applying require the test, see the TOEFL *Bulletin* ordering information on page 59.

## Communicating with ETS

Please send all correspondence to either of the following addresses as appropriate.

Graduate Record Examinations  
Box 955  
Princeton, NJ 08541

Minority Graduate Student Locator Service  
Box 2615  
Princeton, NJ 08541

In all correspondence, to insure prompt and accurate reply, please give the following information *exactly* as you gave it on your registration form: your name (including middle initial), address, sex, date of birth, and test date. In addition, if you sup-

plied your social security number on your registration form, our service to you will be facilitated if you provide it in subsequent correspondence as well.

If you need to call about the GRE, telephone either the ETS Princeton, New Jersey, office at (609) 883-8900 or the Berkeley, California, office at (415) 849-0950. Phone lines will be open Monday through Friday from 8:30 a.m. to 4:30 p.m. (Eastern time in Princeton and Pacific time in Berkeley). If you have questions about the Minority Graduate Student Locator Service or about testing programs other than the GRE, please use this phone number: (609) 921-9000.

(Institutions inquiring about the GRE Program should call (609) 921-9000.)

The Graduate Record Examinations and the Minority Graduate Student Locator Service are administered by Educational Testing Service under policies determined by the Graduate Record Examinations Board, an independent board affiliated with the Association of Graduate Schools and the Council of Graduate Schools in the

United States. The board is composed of 18 members, most of whom are associated with graduate education. The term of membership is four years, and expiration dates are arranged so that four new members are appointed each year. The AGS and CGS each appoint one and two are elected by the board itself.

The Graduate Record Examinations Board and Educational Testing Service are dedicated to the principle of equal opportunity, and their programs, services, and employment policies are guided by that principle.



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## FOREWORD FROM THE GRE PROGRAM STAFF

If you are planning to take one or more of the Graduate Record Examinations, it is probably because a graduate school or fellowship sponsor to which you are applying requires or recommends that you submit GRE scores as part of your application.

Graduate-school admissions officers and fellowship selection committees must compare applicants for graduate study with each other. Each institution does this in its own way, almost always on the basis of a comprehensive picture made up of several different kinds of information. Scores on standardized tests are often but not always included in the picture; however, we know of no graduate school or fellowship sponsor that uses GRE scores as the sole basis for appraising applicants.

The GRE tests are given many times during the year at a large number of locations throughout the world. If your requirements and general circumstances are like those of most potential graduate students, you will follow a straightforward procedure consisting of the following steps:

- (1) you send us a registration form that tells us what tests you want to take, and when, and where, and what graduate schools or fellowship sponsors you want us to report your scores to;
- (2) we reserve space and testing materials for you at the test center you specified and confirm your reservation;
- (3) you appear at the test center at the appointed time, identify yourself, and take the tests;
- (4) we send to you and the others you designated a report of your scores, including earlier ones that appear in the GRE records for you.

This *Bulletin* describes the Graduate Record Examinations and the testing and score-reporting procedures. It contains forms, and instructions for completing them, that you will need to register for the GRE and that you may need for other purposes. It contains a sample GRE Aptitude Test. It also includes instructions for registering for the Minority Graduate Student Locator Service, which is designed to help graduate schools and fellowship sponsors find promising prospective applicants among racial and ethnic minority populations.

The straightforward procedure summarized above does not meet the needs of all examinees, and so this *Bulletin* describes the other options that are available for registering, taking the tests, and having scores reported. We hope you will inspect the *Bulletin* carefully to be sure you are aware of all the options the GRE Program offers.

Each year we meet with undergraduate and graduate students to listen to their questions, criticisms, and suggestions, and make changes in the testing program and the *Information Bulletin* that reflect the lessons we learn from the students. We hope this edition will answer all your questions and tell you precisely how to proceed, whatever your circumstances. If, after reading it carefully, you still have questions, we hope you will write or telephone so that we may answer your questions and receive your suggestions. We would also much appreciate hearing from you regarding any impropriety, inefficiency, unfairness, or clumsiness in the administering of the tests. The GRE Program address and telephone numbers are shown on page 2.

Since it includes information and special forms that you may need at various points along the way, please keep this *Bulletin* until all your arrangements for graduate school are completed, or until a new edition becomes available in the fall of 1981.



# 1 GENERAL INFORMATION ABOUT THE GRE

Many graduate and professional schools, and departments and divisions within schools, require or recommend that their applicants take the Graduate Record Examinations (GRE). Scores on the GRE Aptitude Test, an Advanced Test, or both may be used by admissions or fellowship panels to supplement undergraduate records and other indicators of students' potential for graduate study. The scores provide a common measure for comparing the qualifications of applicants and aid in the evaluation of grades and recommendations.

The GRE are offered at national administrations at many locations during each year. Prospective applicants to graduate schools register for and take the tests and designate the institutions and fellowship sponsors to receive their test scores. Educational Testing Service (ETS) administers the tests and reports scores to the examinees and their designated score recipients.

The GRE Aptitude Test contains sections designed to measure verbal, quantitative, and analytical ability. A description and a sam-

ple Aptitude Test for study before the test date appear on pages 22-45.

The Aptitude Test requires 2 hours and 55 minutes of testing time and is given in the morning on each national administration test date. The Advanced Tests are given in the afternoon on the same dates, except in June, when the Advanced Tests are not offered. Each Advanced Test is 2 hours and 50 minutes long. You may take only one Advanced Test on any given test date.

The Advanced Tests are available in the 20 subjects indicated below. Nine of the tests yield subscores, as indicated.

The Advanced Tests are designed to measure knowledge and understanding of subject matter basic to graduate study in specific fields. Each test is developed by college and university faculty members with the assistance of ETS test specialists. Special effort is made to survey the entire academic field and draw material from widely differing curricula. Therefore, no student is likely to be familiar with a test's entire range of subject matter or to be able to answer all questions correctly. If you register for an Advanced Test, you will be sent a booklet describing the test and including sample questions and information to help you understand the scores you earn. *Please keep the booklet until you receive your score report.*

Test Code	Advanced Test	Subscore Areas
B24	Biology .....	Cellular and Subcellular Biology Organismal Biology Population Biology
C27	Chemistry	
C29	Computer Science	
E31	Economics	
E34	Education	
E37	Engineering .....	Engineering Mathematics Usage
F44	French .....	Interpretive Reading Skills Literature and Civilization
G46	Geography .....	Human Geography Physical Geography
G47	Geology .....	Stratigraphy, Paleontology, and Geomorphology Structural Geology and Geophysics Mineralogy, Petrology, and Geochemistry
G52	German	
H57	History .....	European History American History
L64	Literature in English	
M67	Mathematics	
M71	Music .....	Theory of Music History of Music
P74	Philosophy	
P77	Physics	
P79	Political Science	
P81	Psychology .....	Experimental Psychology Social Psychology
S87	Sociology	
S91	Spanish .....	Interpretive Reading Skills Peninsular Topics Spanish American Topics

## Test Dates

During 1980-81, the GRE will be offered on the following Saturdays:

October 18, 1980	February 7, 1981
December 13, 1980	April 25, 1981
June 13, 1981 (Aptitude Test only)	

If you have a religious conviction that prevents your taking tests on Saturday, you may request a Monday administration (see page 9). In Israel, the GRE are given only on Mondays.

If the New York State test disclosure law remains in effect throughout the 1980-81 testing year, the GRE Aptitude Test will be given in New York only on October 18 and 20, December 13 and 15, 1980, and February 7, 1981. If any revision of the law enables us to offer the GRE Aptitude Test more frequently in New York, we will move to do so promptly.

If test disclosure laws are enacted and become effective in any other states, testing in those states may also be curtailed. Announcements of any changes in the available test dates will be made promptly in affected states.

# 2 REGISTERING FOR THE GRE: HOW, WHEN, AND WHERE

■ Find out from graduate schools and fellowship agencies the score-reporting deadlines you will have to meet.—These may not be identical with your application deadlines. Take the test or tests required at least two months before your earliest score-reporting deadline.



- **Register early**—The longer you wait to register, the less chance you have of being assigned to the test center you specify. ETS may have to assign you to an alternate center if capacity has been reached at the location you requested. Also, a late registration fee is required if you do not mail your registration in time to meet the prescribed deadline for the test date for which you are registering. Late registrations of foreign registrants cannot be accommodated at all. In an emergency, it may be possible for you to take the GRE, at additional cost, even if you have not registered beforehand. See "Standby Registration," page 13.

## Registration Instructions for GRE National Administrations and Minority Graduate Student Locator Service

- A registration form is enclosed in the envelope in the center fold of this *Bulletin*. To complete the form, please use only a No. 2 (soft lead) pencil; do not use a pen or other marker. The spaces you blacken on the form will be read by a photoelectric scanning machine, so be careful to blacken them neatly, completely, and accurately.
- To register for the Graduate Record Examinations *only*, please complete both sides of the registration form. Items 1, 2, 3, 4, 6, 7, 10, 11, 12, 14, and 19 *must* be completed or we will not be able to accept your registration, but instead will return it to you for completion.
- To register for *both* the GRE and the Minority Graduate Student Locator Service, complete both sides of the registration form. It will be returned to you for completion if the items identified in the preceding paragraph are not completed. In addition, be sure to respond to *all* the Background Information Questions printed in the shaded areas in these Registration Instructions; your responses are required by the Locator Service. **You must be a United States citizen to register for the Locator Service.**
- To register for the Locator Service *only*, complete items 1 through 8 on side 1 of the registration form and items 14 and 15 on side 2. Items 9 through 13 and items 16 through 19 may be left blank. No fee is required.

**Note:** Registration for the Locator Service is not permitted on the special registration form prepared for the Institute of International Education (IIE).

**Item 1.** Indicate what you are registering for: the GRE only, or the Locator Service only, or both.

**Item 2.** If you have taken the GRE before, please see item 2 of the Supplementary Registration Instructions, page 9.

**Item 5.** Use the *Institution Code List* that begins on page 53. If you blacken a space indicating that you want scores sent to your undergraduate institution, they will be sent to the address provided by that institution to receive undergraduate score rosters. *If you are applying to graduate school at that same institution, be sure to enter its code again in item 13 so your scores will be received by the graduate school.*

**Item 9.** Entering your social security number, if you have one, is optional, and, if you elect not to provide your social security number, we will nonetheless process your registration form and score reports in the usual manner. However, we urge you to supply your social security number. Because a very large number of individuals take the GRE and many of them have similar names, we use social security numbers in the score recording and reporting processes as an important additional check to be sure that we have correctly matched each score with the appropriate person. Similarly, graduate schools and fellowship agencies must match each applicant's scores with other application materials. In either case, mismatches can have important consequences.

**Item 10.** The test dates shown on the registration form are national Saturday test dates. *Monday test administrations* are also offered for those who for religious reasons cannot take tests on Saturdays. See item 10 of the Supplementary Instructions, page 9.

**Item 11.** Use the *Test Center List* that begins on page 50. If no listed center is conveniently available to you, see Item 11 of the Supplementary Instructions, page 9.

If you are *handicapped* and require special arrangements, see item 11 of the Supplementary Instructions, page 9, before entering a code number.

**Item 13.** Use the *Institution Code List* that begins on page 53. Your basic test fee entitles you to specify, at the time you register, three graduate schools or fellowship sponsors to receive your scores. Two copies of your score report will be sent to institutions whose codes you enter in item 13—the first to the central office designated by the graduate school and the second to the attention of the department whose code you enter to the right of the institution code. Department codes are provided on page 57.

**Complete item 13 carefully. Some graduate departments and fellowship sponsors will not process applications until they receive applicants' scores.**

If an institution you want to receive your scores does not appear in the Institution Code List and you do not know its code, refer to item 13 of the Supplementary Instructions, page 10.

You may defer designating score recipients if you wish. See item 13 of the Supplementary Instructions, page 10.

**Item 14.** Enter and grid the same address you entered in Item 4. If you do not grid your address in Item 14, your registration form will be returned to you. Grid carefully: this address will be used to send your admission ticket and score report to you, and, if you are registering for the Locator Service, graduate schools will use this address to contact you.

**Item 15.** Enter your responses to the Background Information Questions that appear after the paragraph devoted to Item 19 in these instructions. If you are registering for the Locator Service, be sure to answer *all* questions in the shaded areas; without this information your registration cannot be included in the Locator Service.

**Item 16.** See page 20 for a description of the *Graduate Programs and Admissions Manual*.

**Item 17.** See page 14 for a description of the booklet of Aptitude Test questions.



## 1980-81 GRE Schedule of Fees

Registration fee for one test	
United States and Puerto Rico . . . . .	\$20
Other locations . . . . .	25
Registration fee for two tests	
United States and Puerto Rico . . . . .	40
Other locations . . . . .	45
Late registration fee (domestic registrants only) . . . . .	5
Change of test center or test (see page 11) . . . . .	5
Standby registration service fee (see page 13) . . . . .	20
Prepaid Additional Score Report Requests	
(see page 10) . . . . . each	8
Additional Score Report Requests (see page 11) . . . . . each	4
Emergency score-reporting service	
(see page 16) . . . . . per recipient	10
Aptitude Test questions, January/April 1980 (see page 14)	
To address in the United States,	
Puerto Rico, Canada, and Mexico . . . . .	3
To other countries . . . . .	6
Copy of Aptitude Test answer sheet (see page 14) . . . . .	3.50
Clerical scoring service (see page 14) . . . . .	8
<i>Graduate Programs and Admissions Manual</i> (see page 20)	
By domestic fourth class mail . . . . . per volume	4
By first class mail to United States,	
Puerto Rico, Canada, and Mexico . . . . . per volume	6
Other countries (airmail only) . . . . . per volume	9
Special Administration Service (see page 20)	
Registration fee . . . . . for one test	40
for two tests	60
Change of test date . . . . .	10

The fees above are subject to change at any time. For partial refund of test fees, see page 11.

**Item 18.** Prepaid Additional Score Report Request forms may save you money. See Item 18 of the Supplementary Instructions, page 10.

**Item 19.** Please check the fee schedule above carefully, and be sure your payment covers the full cost of the services you have requested. If you designate more than a total of three score recipients at the time you register, you must pay \$4 for each recipient in excess of three. Payment may be made by check, bank draft, mail transfer, or money order, Unesco coupons, or international postal reply coupons. Make payable to GRE. *Do not send cash or stamps.*

If you register for a test center in the United States or Puerto Rico and if your registration form is postmarked after the regular registration deadline date (see the calendar on the back cover), include the late registration fee.

If correct payment is not enclosed, or your check or money order is made out incorrectly or is not signed, your registration form will be returned to you.

**Fee Waiver:** See item 19 of the Supplementary Instructions (page 10) to determine whether you may qualify for waiver of GRE test fees and how to obtain further information and assistance.

### Background Information Questions (Item 15)

Your answers to these questions will be used for research and, if you are taking the GRE, in group statistics describing GRE student populations. In both of these uses, individual responses will not be

communicated to any institution. In addition, your responses will not affect your scores in any way. If you are registering for the Minority Graduate Student Locator Service, your individual responses to questions in the shaded areas below may be reported to one or more institutions.

If you are completing the registration form to sign up for the tests only, we encourage you to answer all questions, particularly questions A through N and U through X. (You may, however, omit any you do not wish to answer.) *If you are registering for the Locater Service, however, it is essential that you answer all questions in the shaded areas, since the Locater Service will not be able to serve you unless it has all the information provided by your answers to those questions.*

A. Have you previously taken one or more GRE tests?

- (1) No
- (2) Yes—took the test(s) on or prior to September 30, 1980
- (3) Yes—took the test(s) more recently than September 30, 1980

If you are registering for the Locator Service, be sure to answer at least the questions in shaded areas. If you are not registering for the Locator Service, and your answer to question A is (3), and your responses to the rest of the questions would be the same as they were before, you need not answer the questions again. If your responses to any of the rest of the questions would be different, please respond again to all of them.

B. Are you a citizen of the United States?

- (1) Yes      (2) No

Omit questions C and D if you are not a United States citizen.

C. In the State Code List on page 58 find the code number for the state you consider your permanent residence. Blacken the spaces for that state's code number.

D. How do you describe yourself?

- (1) American Indian, Eskimo, or Aleut
- (2) Black or Afro-American
- (3) Mexican American or Chicano
- (4) Oriental or Asian American
- (5) Puerto Rican
- (6) Other Hispanic or Latin American
- (7) White
- (8) Other

E. Do you communicate better in English than in any other language?

- (1) Yes      (2) No

F. What is your best estimate of the total student enrollment at the school from which you received or will receive your bachelor's degree?

- (1) Fewer than 1,000 (2) 1,000-4,999 (3) 5,000-9,999  
(4) 10,000-19,999 (5) 20,000 or more



G. Which of the following best describes your undergraduate institution?

- (1) Public
- (2) Private—no church affiliation
- (3) Private—church affiliation

H. In what calendar year did you receive or do you expect to receive your bachelor's degree?

(Please blacken the spaces on your registration form corresponding to the last two digits of the year.)

I. Referring to the Major Field Code List on page 57, find your undergraduate major field of study. Blacken the spaces for that field's code number.

J. What is your eventual graduate degree objective?

- (1) Nondegree study
- (2) Master's (M.A., M.S., M.Ed., etc.)
- (3) Intermediate (such as Specialist)
- (4) Doctorate (Ph.D., Ed.D., etc.)
- (5) Postdoctoral study

K. Referring to the Major Field Code List on page 57, find the field in which you plan to do your graduate work. Blacken the spaces for that field's code number. If you are undecided, use the following code:

00 Undecided

L. If you have a second choice of graduate major field, enter its two-digit code number in the appropriate spaces, following the instructions for question K. If you have no second choice, leave this question blank.

M. Which of the following best describes the graduate institution you most recently attended or currently attend on at least a half-time basis?

- (1) I have never attended graduate school or have attended graduate school on less than a half-time basis only.
- (2) Public
- (3) Private—no church affiliation
- (4) Private—church affiliation

N. In what calendar year did you last attend graduate school on at least a half-time basis?

Blacken the spaces on your registration form corresponding to the last two digits of the year; if you have not attended graduate school, use the following code:

00 I have never attended graduate school or have attended on less than a half-time basis only.

O. In courses in your undergraduate major field only, what grade average have you received so far? (If your college does not use letter grades, please mark the letter grade that is the closest equivalent to your grade average.)

- (1) D or lower (2) C- (3) C (4) B-
- (5) B (6) A- (7) A

P. Considering only your last two college years, approximately what *overall* grade average have you received? (If your college does not use letter grades, please mark the letter grade that is the closest equivalent to your grade average.)

- (1) D or lower (2) C- (3) C (4) B-
- (5) B (6) A- (7) A

Q. Is there any one geographic region in which you would prefer to attend graduate school? (Select one only.)

- (1) New England (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)
- (2) Mid-Atlantic (Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania)
- (3) South (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia)
- (4) Midwest (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin)
- (5) Southwest (Arizona, California, Nevada, New Mexico, Oklahoma, Texas)
- (6) West (Alaska, Colorado, Hawaii, Idaho, Montana, Oregon, Utah, Washington, Wyoming)
- (7) Any region would be acceptable

R. About how many hours per week did you spend working for wages during your most recent school year?

- (1) 0 (2) 1-5 (3) 6-10 (4) 11-20 (5) More than 20

S. About how many hours per week did you spend in community service activities during your most recent school year?

- (1) 0 (2) 1-5 (3) 6-10 (4) 11-20 (5) More than 20

T. In which one of the following achievements have you received your most important honor, award, prize, or other recognition? (Select one only.)

- (1) Student government or organization
- (2) Professional—an award or prize for fieldwork or publication of a scholarly article or book
- (3) Community service—election or appointment to a community service unit, activity, or group
- (4) Literary—editing the college paper, yearbook, or literary magazine or having a poem, story, or article published in a public paper or magazine
- (5) Artistic—a high rating in a music contest, a part in a play, opera, or show, or an award in an art competition
- (6) Scientific—an award or recognition in a science competition
- (7) Athletic—a letter in athletics
- (8) None of the above categories



- U. What was the highest level of education attained by your father?
- (1) Did not graduate from high school
  - (2) High school graduate
  - (3) Beyond high school but did not graduate from a four-year college
  - (4) Graduate of a four-year college
  - (5) Beyond college but did not receive a graduate or professional degree
  - (6) Graduate or professional degree
- V. What was the highest level of education attained by your mother?
- (1) Did not graduate from high school
  - (2) High school graduate
  - (3) Beyond high school but did not graduate from a four-year college
  - (4) Graduate of a four-year college
  - (5) Beyond college but did not receive a graduate or professional degree
  - (6) Graduate or professional degree
- W. What was the approximate average annual income of your family during the time when you were in high school?
- (1) Less than \$6,500
  - (2) \$6,500 to \$15,000
  - (3) \$15,000 to \$25,000
  - (4) More than \$25,000
- X. Which of the following best describes the location of the high school you attended?
- (1) Large city
  - (2) Suburb of a large city; metropolitan area
  - (3) Other city or town
  - (4) Farming community or other rural area

## Supplementary Registration Instructions

**Item 2.** If you have taken the GRE before, and your name is the same as it was when you registered previously, enter your name exactly as you entered it on your earlier registration form. If the names do not match exactly, your earlier scores may not appear on your score report.

If you have changed your name since you last registered for the GRE and wish to have your earlier score record changed to your new name, enclose a letter with your registration form indicating the name under which you previously registered and your most recent test date.

### Item 10. Monday administrations

For students whose religious convictions prohibit their taking tests on Saturday, ETS will try to make arrangements for Monday administrations on October 20 and December 15, 1980, and February 9, April 27, and June 15, 1981. Monday administrations will be arranged only for religious reasons. The GRE Aptitude Test will not

be offered on February 9, April 27, and June 15, 1981, in states with test disclosure laws in effect.

Make your request for a Monday administration in writing, and enclose your registration form and a letter signed by your minister or rabbi confirming your affiliation with a recognized religious body that observes its Sabbath on Saturday. Blacken the corresponding Saturday test date on the registration form, but leave the test center code area blank. Indicate the city and state most convenient to you. We will assign you to the nearest Monday test center.

Submit your registration form, fee, and confirming letter in the same envelope in time to meet the deadline date for special requests given in the registration calendar on the back cover of the *Bulletin*. A letter from your minister or rabbi must accompany each registration form for a Monday administration.

Standby registrations (page 13) cannot be accommodated at Monday administrations.

### Item 11

#### Supplementary Test Centers

*Supplementary Test Centers in the United States and Puerto Rico.* If you are more than 75 miles from an established center in either your state or an adjoining one, you may request that ETS provide a more convenient center. A letter requesting a supplementary center must be included in the same envelope with your completed registration form and fee and must be postmarked on or before the special request deadline date given in the registration calendar on the back cover of the *Bulletin*. Leave the lines for the location of the center and the test-center code area blank. There is no extra charge for a supplementary center.

*Supplementary Test Centers in Other Locations.* If it is impossible for you to travel to the nearest established center, ETS will consider a request for a supplementary center. When making such a request, please explain why it is not possible for you to take the test at one of the centers listed on page 52. Please also indicate the name of the nearest large city or cities that you could reach conveniently on the test date you are requesting. Members of the armed forces stationed outside the continental United States must include the name and address of their education officer and the distance between their station and the nearest large city. As ETS cannot guarantee the establishment of a supplementary center at your request, you should indicate an alternative: another test date and an established center listed in the *Bulletin* or a refund of your test fee. Leave the lines for the location of the center and the test-center code area blank.

A letter requesting a supplementary center must be included in the same envelope with your completed registration form and fee and must be received by ETS on or before the special request deadline date (see registration calendar on the back cover of the *Bulletin*). Requests for supplementary centers cannot be honored after that date. There is no extra charge for a supplementary center.

### Handicapped Students

If you would be able to take the tests under standard conditions except for minor adjustments of the testing environment, you are urged to make arrangements to do so. For example, you may need only wheelchair accommodations to be tested in the regular testing room, or, if your hearing is impaired, to be seated where you



can lip-read the supervisor's oral instructions or be given written instructions to be followed.

If you have a visual, physical, or learning disability that prevents you from taking the tests under standard conditions, you may want to ask the graduate schools to which you are applying whether you are required to take these examinations. If you are required to take the GRE, you may request special arrangements to take them. A test reader may be used, which the test center will supply if requested; the center will also provide a recorder of answers, a separate testing room, and extra time to complete the tests (up to six hours total testing time per test), as appropriate. Magnifying glasses, overhead readers, Optacons, and other reading aids may be permitted if requested in advance. Some students may be asked to document their disability to help us determine whether their being tested under nonstandard conditions is appropriate.

The Aptitude Test is available in braille (1972 Nemeth code), in a large print edition, and on cassettes, and a large print answer sheet is available for all these editions. The cassette edition is accompanied by a set of illustrative materials—diagrams, charts, drawings, and the like—in either large type or braille, depending on the choice of the person taking the test. The illustrations are also described on the tape by the reader.

The braille and cassette editions of the Aptitude Test will not be offered during the 1980-81 testing year in any state in which disclosure of the test is required.

The Advanced Tests may also be taken under these special conditions. Large print answer sheets are available, but the test books are available only in regular print. No extra charge is made for the special testing materials or special testing arrangements for handicapped students.

To request special arrangements, send a short letter with your registration form specifying the conditions you need and stating whether or not you will require extra time. Check the test center list on pages 50-52, and state in the letter which center you prefer. Do not enter the code number of this test center on the registration form. Instead, enter the code "11000-9" in the spaces provided for the test center number. Be sure to include your telephone number on your registration form so we can call you, if necessary, about your special requirements. Your letter, registration form, and test fee must be mailed in the same envelope in time to meet the special requests deadline date. (See calendar on back cover.) Approximately two weeks before the test date, we will send you a letter confirming the arrangements made for you and identifying the testing location.

Please remember that standby registration is possible only if you can take the tests under standard conditions. If you cannot, you must register in advance, as indicated above, so the test center supervisor will be prepared to meet your special requirements on the day of the test.

Educational Testing Service recognizes that handicapped persons may be at a disadvantage when taking standardized tests such as the GRE. Therefore, a statement is included with reports of scores that were earned under nonstandard conditions pointing out the special nature of the score results and the importance of considering other indicators of academic achievement in the admission process.

Because of the small number of students who take the tests under nonstandard conditions each year, no separate percentile rank tables are available for interpreting their scores.

### Item 13

#### Unlisted institutions

To designate as a score recipient an institution or fellowship sponsor that does not appear in the *Institution Code List*, enter its name on the Additional Score Report Request form on page 61. Check the box (labeled "U") to the right of the space for department name to indicate that the institution is unlisted, and complete the rest of the form. No reporting fee will be required if this request accompanies your registration form and if you do not designate more than a total of three score recipients.

#### Deferring score recipients

If you prefer to defer designating score recipients, you may enter their code numbers on the correction stub you will receive with your admission ticket and mail the stub in time to be received by ETS in Princeton not later than seven days after your test date. If you miss this deadline, your basic test fee will not cover reports to score recipients designated in this manner.

### Item 18. Prepaid Additional Score Report Requests

If you expect you will want to have scores sent to more than the three institutions for which there is space on the registration form, you may want to purchase prepaid Additional Score Report Requests. Each prepaid request form costs \$8 and is valid for sending your GRE scores to as many as three recipients. The regular cost of three additional score reports is \$12. Therefore, you may save \$4 by ordering one prepaid form and \$8 by ordering two.

However, there are some restrictions pertaining to the use of prepaid Additional Score Report Requests:

- You may order them only on the registration form and only if you are registering for a regular national test administration. *Wait until you receive the prepaid request forms with your admission ticket before asking ETS to send your scores to additional recipients.* Otherwise you may be paying for duplicate score reports you do not need.
- You may order a maximum of two prepaid request forms.
- Each form is valid for one, two, or three score reports. If you submit a form to ETS with only one or two score recipients on it, it will not be returned to you for later use.
- Refunds for unused prepaid requests will be made *only* if you are absent for the test date shown on the forms and if you return them to ETS when you request an absentee refund. However, the forms may be used for requesting score reports for earlier or later test dates by changing the test date on the form.
- Prepaid requests are not transferable to other persons and may not be used to request scores on other testing programs.

If you order prepaid forms, the Additional Score Report Requests attached to your admission ticket will be marked as prepaid. Your order for prepaid forms will be filled only if you submit the correct fee, so please be careful to do so.

### Item 19. Fee-Waiver Program

The GRE Board provides a limited number of fee-waiver certificates that may be used in lieu of GRE test fees but not for any other purpose. The aim of the Fee-Waiver Program is to assure that GRE test fees themselves are not a barrier to graduate study.



You may qualify for a waiver of GRE test fees if you are

- 1) a United States citizen,
- 2) a senior receiving financial aid through an undergraduate college in the United States or Puerto Rico, and
- 3) a member of a family with a very low annual income.

If you meet all three requirements, please contact your undergraduate financial aid office to determine whether your institution participates in the GRE Fee-Waiver Program.

You may obtain a 1980-81 GRE test fee-waiver certificate only from your own undergraduate institution, and you may obtain only one certificate. *The fee-waiver certificate must accompany your registration form to be honored*, except in the case of standby registration (see page 13). If you want to take the Aptitude Test on one test date and an Advanced Test on another, complete two registration forms, one for each test date, and submit them together with your fee-waiver certificate.

Letter requests or photocopies of certificates will not be accepted. Registration forms received with invalid fee-waiver certificates will be returned. GRE test fee-waiver certificates are not available directly from ETS, and they cover only GRE test fees.

## 3 BEFORE THE TEST DATE

### Changing Your Registration

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**To Add or Change a Test or Change a Test Center.** If you have mailed your registration form and then decide that you would like to add a test on the same test date, change the test for which you registered, or be tested at a different center from the one for which you registered, complete the Test or Center Change Form on page 59 and send it with the appropriate fee to ETS. **Do not send a new registration form or return your admission ticket.** Note that a test center change cannot be made unless the center to which you wish to transfer is more than 25 miles from the center you originally requested. All requests must be mailed in time to meet the final registration deadlines (see calendar on back cover). Center changes cannot be guaranteed but will be made as space permits.

**To Change a Test Date.** To take the tests at a later test date than the one for which you originally registered, submit a new completed registration form for the new test date and enclose *full test fees*. Do not use the Test or Center Change Form in this *Bulletin* for this purpose. To obtain a partial refund of the fees you paid for testing on the original date, follow the instructions for test fee refunds. The envelope containing the new registration form and fees must be mailed in time to meet the regular registration deadline for the later test administration. If you ordered prepaid Additional Score Report Requests, you may use them for the later test date. Cross out the test date for which you were absent and enter the new test date.

### Your Admission Ticket

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Before the test date, you will receive an admission ticket that will give your name and address, the test center address, the test date, and the test or tests for which you have registered. Your admission ticket will include a correction stub that you can use to make changes if any of the information you provided on your registration form (name, address, reporting code numbers, and so on) is incorrect. **Be sure to take the admission ticket with you to the test center on the day of the examination.**

Your admission ticket will also have two Additional Score Report Request forms attached to it on the right-hand side. These forms may be used to have your GRE scores sent to graduate schools or fellowship sponsors in addition to those you listed on your registration form. If you ordered prepaid Additional Score Report Requests when you registered (see page 10), the forms attached to your admission ticket will be marked as prepaid.

If you registered for an Advanced Test, you will receive with your admission ticket a booklet describing that test. This booklet contains sample questions and score interpretation information. Please keep the booklet until you receive your scores.

If you lose your admission ticket, notify ETS immediately and request duplicate authorization. Also, notify ETS immediately if your admission ticket has not arrived seven days before the test date.

### Score Report Changes (Additions, Deletions, Revisions)

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Score recipients listed on your registration form may be deleted or changed by using the correction stub attached to your admission ticket. If you listed fewer than three graduate institutions or fellowship sponsors on your registration form, you may also add recipients to a total of three on the correction stub. No additional fee is required. However, *the stub must be received at ETS in Princeton, New Jersey, no later than seven days after your test date.*

You may have your scores sent to additional score recipients at any time after they are initially reported by using the Additional Score Report Request form on page 61 of this *Bulletin*, the pre-coded request forms attached to your admission ticket, or the pre-coded request form attached to your score report. We will make every attempt to mail your additional score reports within four weeks after receipt of your request at ETS or within seven weeks after your test date, whichever is later, and will notify you that we have done so. (See also "Emergency Score-Reporting Service" on page 16.)

*We suggest that you keep a record of your score report requests, including the names of the score recipients you designate. We cannot accept requests for deletion or substitution of score recipients listed on an Additional Score Report Request form.*

### Test Fee Refunds

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If you are unable to take the test or tests for which you registered, you may obtain a partial refund of your fees. We will refund \$4 of



each test fee paid. Late registration fees, fees for change of test center or test, and fees for score reports to additional specified recipients are not refundable. No refund will be made if a fee-waiver certificate was used in lieu of the test fee.

This refund policy reflects the fact that certain processing costs are incurred regardless of whether or not you actually take the test or decide to have your scores reported.

Your request for a refund must be made within the 60-day period following the test date, but please do not make your request until *after* the test date. You need only return your admission ticket and prepaid Additional Score Report Request forms, if you ordered them and if you do not want to use them later. Be sure to check the box on the ticket indicating you want an absentee refund. No letter is necessary. The cost of the prepaid request forms will *not* be refunded unless they are enclosed with your refund request. You will receive the refund approximately four to six weeks after the test date or after receipt of your request by ETS, whichever is later.

## Preparing for the Tests

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Twenty-six illustrative Aptitude Test questions are on pages 22-29, and a sample Aptitude Test is on pages 30-45. The descriptions of the illustrative questions and suggested use of the sample test for practice will help you prepare for the Aptitude Test. There is some indication that examinees' analytical scores may benefit from familiarity with the instructions for the questions in the analytical section, and so careful study of these instructions is advisable. No advanced mathematics is required for the Aptitude Test but if you have not used mathematics for some time, you may benefit from a review of basic algebra and geometry. Last-minute cramming for the verbal section of the Aptitude Test is not likely to be effective since it measures abilities developed over a long period of time.

When preparing for an Advanced Test, a general review of your college courses in the subject may help you organize your knowledge. The descriptive booklet sent with your admission ticket is the most authoritative and up-to-date source on the scope and content of that particular Advanced Test. Full-length samples of the Advanced Tests are *not* available.

## Test-Taking Strategy

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Even if you have become thoroughly familiar with the directions in the sample Aptitude Test or the Advanced Test descriptive booklet, when you actually take the test, read the directions for each group of questions carefully. Work as rapidly as you can without being careless. Check frequently to make sure you are marking your answers in the appropriate rows on your answer sheet. (This is a particularly important precaution: one of the most common errors in taking standardized tests is mislocating whole blocks of answers on the answer sheet.) Do not waste time pondering individual questions you find extremely difficult or unfamiliar. No question carries greater weight than any other.

You may find it advantageous to go through an Advanced Test or

a section of the Aptitude Test a first time quite rapidly, answering only the questions you are confident of. Then go back and answer the questions that require somewhat more thought, and finally tackle the very difficult questions, if you have time, on a third pass. Remember that both the Aptitude Test and the Advanced Tests are designed so that even those examinees who earn very high scores are unlikely to answer every question correctly. Questions of average difficulty are answered correctly by about half the examinees.

You may wonder whether you should guess when you are unsure about the answer to a question. In general, if you have some knowledge about a question, it is better to try to answer it. For most questions, five optional answers are provided; the task is to select the one that is correct or definitely the best. You will receive one "raw-score" point for a right answer, lose one-fourth of a point for a wrong answer, and receive neither credit nor penalty if you do not answer at all. (Each raw score is converted to a scaled score before it is reported.) If you have no knowledge about a question and can only select one of the answers at random, your chances of choosing a wrong answer are 4 out of 5. But if, on the other hand, you have enough knowledge to enable you to confidently rule out one or more of the answer choices, then your chances of selecting the right answer are, on the average, greater than 1 out of 5, and it may be to your advantage to answer the question.

# 4 ON THE TEST DATE

## Test-Session Schedule

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The following schedule will be maintained at every national administration testing session on the dates listed on page 5.

### MORNING SESSION—Aptitude Test

8:30 a.m. (promptly) . . . . . Students report to test center.  
12:30 p.m. (approximately) . . . . . Testing ends.

LUNCH—Luncheon facilities may not always be located near a test center or may not have the capacity to serve large groups in a limited time. You may wish to take your lunch, particularly if you are unfamiliar with the test center locale.

### AFTERNOON SESSION—Advanced Tests

1:45 p.m. (promptly) . . . . . Students report to test center.  
5:15 p.m. (approximately) . . . . . Testing ends.

Actual starting time may vary at different centers due to differences in the amount of time necessary for preadministration procedures. Delays in starting may also occur because of the additional time needed to process standby registrations. However, if you report to the center later than 8:30 a.m. for the morning session or 1:45 p.m. for the afternoon session, you may not be admitted.

If a test administration is prevented by weather conditions or other major difficulties, ETS will, if possible, announce cancellation of the testing session on local radio. If cancellation is necessary, ETS will arrange for a makeup administration and notify all registrants of such arrangements.



## Admission to the Test Center

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Take with you to the test center:

- Your admission ticket or other ETS authorization to be admitted
- Two means of personal identification, such as your student or military identification card, passport, or driver's license
- Three No. 2 (soft lead) pencils and an eraser
- A watch to help pace yourself during the test

Only students who have proper admission tickets, authorization mailgrams, telegrams, or cables, or whose names appear on the test center attendance roster will be guaranteed admission to the center.

One of your identification forms should contain a recent photograph. If you cannot obtain identification with a photo, the supervisor will accept identification with your signature and such descriptive information as height, weight, and eye color—for example, a driver's license without a photograph. Unacceptable forms of identification are social security cards, draft classification cards, and credit cards without photographs.

## Standby Registration

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You should make every effort to register by the dates shown in the registration calendar (see back cover). However, in an emergency, it may be possible for you to take the GRE Aptitude Test or an Advanced Test at regularly scheduled national administrations even if you have not registered beforehand. Standby registrants are admitted to the test center *only* if sufficient space and test materials are available after all normally registered students have been admitted. Generally speaking, the factor that limits standby registration for the Aptitude Test is space and for the Advanced Tests is test materials.

**Do not attempt to reserve standby space by telephoning center supervisors in advance; they have neither the authority nor the information necessary to admit anyone until the day of the test.**

*If you wish to take a test as a standby registrant, you must take a completed registration form to the test center (even if one was previously submitted to ETS). Test fees will not be collected at the test center. You will be billed for the tests you took plus a \$20 service fee. If you have a GRE fee-waiver certificate, send it to ETS with the bill and \$20 standby service fee.*

If you have registered beforehand for a single test and decide later to take a second test on the same day, you may do so as a standby (if the test center can accommodate you) without incurring the \$20 service fee. Do not submit a new registration form; use the registration number on your admission ticket in marking your answer sheet for the second test. You will be billed only \$20 for the second test.

Prepaid Additional Score Report Requests are not available to standby registrants. Also, please note that standby registration is not possible at Monday administrations and Special Administration Service centers or for handicapped students requiring special testing arrangements.

## Testing Regulations

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We ask your cooperation in complying with the following general regulations at the test center. They are required to assure that all examinees will be treated fairly.

- A watch, pencils, and an eraser are permitted in the testing room, but you may not use dictionaries or other books, compasses, rulers, slide rules, calculators, calculator/watch combinations, or other aids.
- You will not be admitted to the examination room after testing has begun.
- Except for ETS-authorized observers, visitors are not allowed in the examination room while testing is in progress.
- A supervisor may dismiss you from a test for:
  - Creating a disturbance or giving or receiving help
  - Using notes, books, calculators, paper of any kind, or other aids
  - Working on one section of the Aptitude Test during the time allotted for another section
  - Attempting to remove test materials or notes from the test room

## Completing Your Answer Sheet

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The normal scoring process begins with a photoelectric scanning of the responses marked on the answer sheets. This machine-scoring process is subject to frequent careful quality controls, including sample rescoring of answer sheets by hand.

As examinee, you are responsible for proper completion of your answer sheet to assure accurate scoring. You must:

- Use a No. 2 (soft lead) pencil.
- For each question, be careful to mark the space that corresponds to the answer you have chosen for that question. Also make sure you mark your answer in the row numbered the same as the number of the question you are answering.
- Mark only one answer to each question.
- Be sure each mark is dark and completely fills the intended space; light or partial marks may not be read properly by the machine.
- Erase all unintended marks completely.

## Test Scoring Policy

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Each edition of the Aptitude Test contains a number of experimental questions being tried out with a view to using them in future editions. Answers to the experimental questions are not counted in the scoring.



If you respond to one or more nonexperimental questions in the Aptitude Test, you will receive three scores—verbal ability, quantitative ability, and analytical ability. The minimum score of 200 is reported for any part of the test not attempted. If you do not answer any nonexperimental questions in the entire test, no scores will be reported.

Experimental questions are not included in the Advanced Tests. If you do not answer any questions in an Advanced Test, no scores will be reported.

# 5

## AFTER THE TEST DATE

### How to Obtain Copies of the Questions in Recent Editions of the Aptitude Test

A booklet containing the questions in the regular and large print editions of the GRE Aptitude Test administered to examinees in the United States and Puerto Rico on January 12, April 26, and April 28, 1980, may be purchased at \$3 per copy if mailed to addresses in the United States, Puerto Rico, Canada, or Mexico or \$6 if mailed to addresses in any other country. Space is provided on the registration form to enable you to order the January/April 1980 booklet. It may also be ordered independently of registration by using the order form on page 63.

Booklets containing the questions in the regular and large-print editions of the Aptitude Test administered to examinees in October and December 1980 and February 1981 may be purchased after the dates shown below:

Test administration dates	Earliest purchase date
October 18 and 20, 1980	December 23, 1980
December 13 and 15, 1980	February 27, 1981
February 7, 1981	April 11, 1981

The price per copy, including first-class or airmail postage, as appropriate, is \$2 if mailed to addresses in the United States, Puerto Rico, Canada, or Mexico or \$3.75 if mailed to addresses in any other country.

To order a 1980-81 booklet, use the order form on page 63 or the order form enclosed with your score report. If you took the test on one of the above dates and wish to obtain a copy of the test questions you took, you must use the order form enclosed with your score report.

Booklets of test questions contain only the questions counted in scoring; questions that were being tried out with a view to using them in future editions are omitted. Each test booklet identifies the correct answers to the questions and includes instructions for deriving raw scores from the numbers of right and wrong answers and a table for converting raw scores to scaled scores.

The only booklets available are those based on regular and large print editions of the Aptitude Test administered on the specific dates identified above.

### How to Obtain a Copy of Your Aptitude Test Answer Sheet

If you take one of the Aptitude Tests that will be disclosed in 1980-81, you may purchase a photocopy of your Aptitude Test answer sheet by completing the order form that accompanies your score report and mailing it, with a check or money order for \$3.50 payable to GRE, *not later than 90 days after the postmark date of your score report*.

To be able to interpret your answer sheet, you will need a copy of the booklet containing the questions, correct answers, and scoring instructions for the edition of the Aptitude Test you took. You should, therefore, also order a copy of this booklet if you do not have access to a copy from another source.

### Clerical Scoring Service

If you would like to have your Aptitude Test or Advanced Test answer sheet scored clerically, complete the order form that accompanies your score report and mail it, along with the proper fee, to the address shown on the form, *within 120 days after the postmark date of your score report*. The fee is \$8 for each answer sheet scored clerically; make your check or money order payable to GRE.

Results of the clerical scoring will be reported to you approximately four weeks after receipt of your request and fee at ETS. If the clerically derived score differs from the score derived by the photoelectric scanner, the clerical score will be reported to all recipients of the earlier score.

### Retaking the GRE

You may wonder whether you can improve your GRE score record by taking the GRE again. In some circumstances, retaking a test may help you. If you have studied in your field for a considerable period of time since you last took an Advanced Test in that field, a score earned now is likely to reflect your increased knowledge. An older score may reflect your ability but not necessarily your current command of the field. Otherwise, unless your scores seem unusually low compared with other indicators of your ability, taking the GRE again is unlikely to result in a substantial increase in your scores, and, in fact, there is a chance that your scores may drop.

The GRE Board advises institutions that receive GRE scores that generally the best way to interpret more than one set of scores, especially if they are earned over a short time span, is to average them. Some schools, however, may choose to use the higher scores or the more recent scores. In any case, the GRE Program reports scores cumulatively and thus your original scores as well as your retest scores may be reported. (See page 15 for an explanation of cumulative score reporting.)



# 6

## GRE SCORE REPORTING

Four to six weeks after you have taken the Graduate Record Examinations, you and the institutions or fellowship sponsors you listed on your registration form or admission-ticket correction stub will receive your scores. Additional Score Report Requests received prior to the test date are normally processed and acted upon about two weeks later than requests entered on registration forms. One copy of your score report is sent to a central address designated by the institution. A second copy also goes either to the central address, marked to the attention of the department whose code you supplied from the list on page 57, or to the department directly if the institution has given the department's address to the GRE Program. (You can often save valuable time by checking with the graduate school central office if you learn that a department you designated has not received your scores.)

Your copy of your score report is intended only for your information and personal records. Official reports are sent by ETS directly to all score recipients you designate. This is to ensure that there will be no question about the authenticity of a score report.

Please read the section entitled "Content of Your Score Report" to find out what it will include.

### Score Cancellations

If, after taking a test, you conclude that you did not perform up to your capability, you may wish to have your scores canceled and take the test again at a later time. You may ask to have your GRE scores canceled immediately after being tested at a national administration by completing the Request for Score Cancellation form on page 61 and sending it to the address given on the form. The form must be *received by ETS within seven days following your test date. Requests received after seven days will not be honored.* Thus, you may not wait until after you have received notification of your scores to have them canceled.

Even though you cancel your current test scores, as above, previously earned scores on file (as described under "Content of Your Score Report") will nevertheless be sent to recipients you designated on your registration form unless you request that they not be reported. If you do not want a score report to be sent, delete the recipient codes on the correction stub attached to your admission ticket and send the correction stub to ETS. The stub must be *received at ETS within seven days after your test date.*

If you took both the Aptitude Test and an Advanced Test, be sure to specify which test scores you want canceled. If you cancel your Aptitude Test scores, the verbal, quantitative, and analytical ability scores will be canceled. No refund of any fees will be made, and a new registration form and fee must be submitted if you want to take the tests again. Any scores canceled will not be reported to you or to any other recipient. Once scores have been canceled, no record of the scores will be made, and they cannot be reinstated.

Educational Testing Service reserves the right to cancel any test score if, in the sole opinion of ETS, there is any reason to question its authenticity. Before exercising this right, ETS will offer the person the opportunity to:

- take the test again under special supervision to confirm the questioned scores (not customarily offered to individuals outside the continental United States because of administrative difficulties)
- authorize cancellation of the questioned score
- provide ETS with additional substantive information relevant to the questioned score

If the retest fails to confirm the questioned score, if the additional information provided is deemed unconvincing, if an authorization to cancel the score is received, or if no response is received from the person, ETS will (1) cancel the questioned score, (2) so notify score recipients if the score has already been reported, and (3) refund the basic test fee plus any additional score report fees.

### Content of Your Score Report

Score reports sent to you will show verbal, quantitative, and analytical ability scores for the GRE Aptitude Test (verbal and quantitative ability only for tests taken prior to October 1977) and total scores (and subscores in some cases) for any Advanced Tests you have taken. The score report will also give the percentile ranks associated with the scores.

GRE scores are three-digit numbers ending in zero; subscores, reported for some Advanced Tests, are two-digit numbers. Approximately 99 percent of those taking recent forms of the Aptitude Test earned verbal, quantitative, and analytical ability scores below 770, 810, and 730 respectively. The range of scores earned on the Advanced Tests varies from test to test. The earned score range for each Advanced Test is indicated in the descriptive booklet for that test.

If you have taken the GRE in recent years, you may choose which test scores you want reported to each recipient you designate. For example, you may choose to have your Aptitude Test scores sent to one institution, your Advanced Test scores sent to another, and both Advanced and Aptitude Test scores sent to a third. This option is available only to examinees who have registered to take the GRE at least once since October 1, 1974. Score reports prepared for other examinees include all scores earned on each administration date, both Aptitude Test and Advanced Test.

GRE score reporting is cumulative. Your three most recent Aptitude Test scores and/or three most recent Advanced Test scores will be reported from a maximum of five administration dates (counting any for which you registered but were absent) provided they all occur within three consecutive academic years (October 1 through September 30).

As an example, suppose you take the GRE Aptitude Test and an Advanced Test in December 1980 and have also taken the Aptitude Test in October 1980, April 1979, and April 1977 and an Advanced Test in December 1979 and April 1978. Your full score record would be based on the administrations shown in the following



table, but your score reports would contain only the scores for the dates marked with an asterisk (\*).

Academic Year Oct. 1–Sept. 30	Aptitude Test	Advanced Test
1980-81	*December 1980	*December 1980
1980-81	*October 1980	
1979-80		*December 1979
1978-79	*April 1979	
1977-78		April 1978
1976-77	April 1977	

If you asked to have only your Aptitude Test scores reported to a recipient, the score report sent to that institution would contain only your scores for the three asterisked test dates in the Aptitude Test column. Likewise, if you requested that only your Advanced Test scores be sent, the score report sent to the institution would contain only your scores for the two asterisked dates in the Advanced Test column. In either case, the score report sent to you would contain both Aptitude and Advanced Test scores for all the asterisked dates.

Your scores for the other test dates would not be reported because they were earned outside the most recent three-consecutive-academic-year period, which in this case runs from October 1, 1978, through September 30, 1981. In addition, the April 1977 Aptitude Test scores represent your fourth most recent set of Aptitude Test scores; only your most recent three are reported.

If you want GRE scores reported that will not be included automatically as described above, complete the Additional Score Report Request form on page 61. Follow the instructions provided on the form. If you enclose the request form with your registration form, there is no additional charge provided (a) the institutions you designate to receive reports on the request form are the same as those you list on the registration form and (b) the request form is completely and correctly filled out. If these conditions are not met, your request cannot be processed any less expensively than a regular score report request, and the standard additional score report fee of \$4 per recipient will apply.

Your GRE scores will be kept on file for 20 years and will be reported to recipients you designate at any time during that period. Reports of scores that are more than 5 years old are accompanied by a note regarding precautions in interpreting older scores.

### If You Were Absent

If you were absent from a testing session, score reports sent to all score recipients you may have designated will include your previous scores if any (as described in the preceding paragraphs), and will indicate that you were absent on the most recent test date.

If you do not want such a report to be sent, delete the recipient codes on the correction stub attached to your admission ticket and send the correction stub to ETS. Note that the correction stub must be received at ETS within seven days of the test date.

### Emergency Score Reporting Service

An emergency score reporting service is available, once your initial score reports for a given test date have been mailed. The emer-

gency service may be useful if you need score reports sent to additional institutions more quickly than the regular additional score reporting service can supply them (two to four weeks following receipt of an Additional Score Report Request form). The fee for the emergency service is \$10 per score recipient named. The service includes a score report sent within 48 hours after receipt of your written request; concurrently, a notification is sent to you. If your most recent score was earned after October 1, 1975, the service also provides a supplementary computer-produced score report, which will be sent within four weeks after receipt of your request. An additional notice will be sent to you simultaneously with the mailing of this supplementary report.

To have your scores reported to additional institutions by the emergency service, complete the special Emergency Request Form you will receive with your score report and mail it with the appropriate fee in the envelope attached to the form. If you use a different envelope, it must be addressed as follows to receive prompt service:

Emergency Reporting Service  
Box 955-E  
Princeton, NJ 08541

If you do not enclose the correct fee, your request will be returned.

The GRE Program will not honor a telephone call, telegram, or mailgram request to send your scores to a recipient.

### Score Ownership

A GRE score is measurement information and is subject to all the restrictions on release of information indicated below. However, it is not the property of the examinee.

### Preventing Unauthorized Release of Your GRE Scores

To protect your right to control the distribution of your scores, reports will be released only at your specific *written* request. Every score recipient (specific departments as well as graduate schools and fellowship sponsors) must be designated by you in writing, either on your registration form or on an Additional Score Report Request form. Educational Testing Service will not release your scores at the request of institutions or fellowship sponsors except for use in research studies that are approved by the GRE Board and that preserve the anonymity of the students and the institutions they attend.

**Accredited Score Recipients.** It is a GRE Board policy that your scores be reported only to you, to accredited institutions of higher education granting the baccalaureate or higher degrees, and to approved fellowship-granting sponsors. Accreditation must be by an agency recognized by the Council on Postsecondary Accreditation (COPA). This policy has been adopted to discourage the use of GRE scores for purposes other than those for which the tests were designed. All institutions listed on pages 53-57 in this *Bulletin* are eligible score recipients. Other accredited institutions are also elig-



ible, but are not included in the institution code list because of space limitations and the infrequency of their being designated to receive GRE scores. Please note that listed institutions with an asterisk to the left of their code numbers have undergraduate degree programs only. They are included for your convenience in having your scores sent to your undergraduate college. This will be done if you enter the code number of your undergraduate college in item 5 on the registration form. (The Additional Score Report Request form may not be used to request that scores be sent to your undergraduate college.)

## Scores in Perspective

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Many graduate schools include GRE scores among the prerequisites for admission to some or all of their graduate departments. Test scores are only one of a number of factors that are helpful in appraising the likely future performance of an applicant for graduate study. The person's overall undergraduate record, record in an area of specialization, scores on other tests, evidence of motivation and enthusiasm for a chosen field of study, nature of the undergraduate school attended, faculty recommendations, and other factors are usually taken into account. Accordingly, users of the scores are advised to use them only along with other indicators of academic potential. The limitations of the tests as well as their benefits are pointed out. (Guidelines supplied to users of GRE scores by the GRE Board are reproduced on pages 48-49.)

Any test score is at best an approximate measure of ability or of knowledge in a given field. All test scores are subject to statistical error that results from the measurement process itself. If you could take the same test many times in the same day, your scores would vary somewhat even if the effects of practice and fatigue were eliminated. The average of all these scores may be thought of as your "true" score. But in practice you do not take a test repeatedly in one day; you take it only once. How close is the score you obtain likely to be to your true score?

The *standard error of measurement for individual scores* is an index of the variation in scores to be expected because of measurement error. The chances are approximately 2 out of 3 that a score obtained by an examinee will lie within a range extending from one standard error below to one standard error above his or her true score. Thus, for example, if an individual's true score is 500 on the verbal section of the Aptitude Test, which has a standard error of measurement of 34, the chances are 2 out of 3 that the examinee's obtained score will lie between 466 and 534. Since the examinee's true score is not known, however, it is customary, although not precise, to say that the chances are approximately 2 out of 3 that the examinee's true score lies within a range extending from one standard error below to one standard error above the score he or she obtained. Standard errors of measurement for the Aptitude Test verbal, quantitative, and analytical ability scores are 34, 44, and 35 respectively.

The *standard error of measurement of score differences* is useful when comparing scores of two or more examinees. It is numerically equal to the standard error of measurement for individual scores multiplied by the square root of two. The chances are approximately 2 out of 3 that two examinees of equal ability will obtain scores that differ by no more than the standard error of mea-

surement of score differences. Standard errors of measurement of score differences for the Aptitude Test verbal, quantitative, and analytical ability scores are 49, 62, and 50 respectively.

A third statistical index called *reliability* indicates the degree to which individual examinees keep the same relative standing in a group when two equivalent editions of a test are administered to all members of the group. If a test were perfectly reliable in this sense, the reliability of the test would be 1.00; if it were completely unreliable, this index would be zero. Reliabilities of the three scores on the Aptitude Test and the total scores on the Advanced Tests range from .90 to .97. Reliabilities of subscores on the Advanced Tests range from .84 to .94.

The *predictive validity* of a test score is the extent to which it predicts what it is intended to predict—in this case, success in graduate study. GRE Aptitude Test scores are widely used as one measure of students' probable success in graduate study; other measures that are commonly used along with scores are undergraduate academic record, evidences of prior achievement, and letters of recommendation. Accordingly, the predictive validity of Aptitude Test scores is of considerable interest to examinees, graduate schools, fellowship agencies, and other score recipients.

Correlational analysis is the principal method employed in research on the predictive validity of test scores. In such studies, one or more predictors—that is, measures of potential—are evaluated by the extent to which they forecast one or more criteria—that is, measures of student success. The extent is expressed in the form of a correlation coefficient, which can range from -1.00, perfect negative correlation, through zero, indicating no correlation at all, to +1.00, indicating perfect positive correlation. Thus, if the grade-point averages of first-year students at a given graduate school could *invariably* be predicted from their verbal ability scores on the GRE Aptitude Test, then the predictive validity of the verbal score for first-year grade-point average would be +1.00. If, on the other hand, there were no systematic relationship at all between verbal scores and first-year grade-point average, then the predictive validity of the verbal score for that criterion would be zero.

In "real-life" situations, predictive validities are always substantially below 1.00, and often very far below. The degree of diversity of the sample under consideration has a pronounced influence on the validity coefficient: the higher the degree of diversity, the higher the coefficient tends to be. Thus, if one graduate school admits applicants whose verbal ability scores cover a very wide range, the correlation between verbal scores and first-year grade-point average (for example) would be likely to be much higher at that institution than that found by a second graduate school that admits only applicants whose verbal scores fall within a narrow range. However, virtually all graduate schools are in the second category rather than the first—that is, the test scores of the students they admit tend to fall within narrow ranges rather than broad ranges. This factor tends to cause predictive validity coefficients to be low rather than high.

During the period 1952-1972, numerous graduate schools and fellowship agencies participated in predictive validity research in which GRE Aptitude Test and Advanced Test scores were included among the predictors investigated. These several studies were reported in numerous papers in the literature of psychometrics. (Copies of relevant reports and lists of references are available from ETS on request.) In 1973, a study of the literature having to do with the predictive validity of GRE scores was commissioned by the Graduate Record Examinations Board, with a view to develop-



ing as comprehensive a picture as possible of the findings of the numerous research workers. The literature study turned up 43 different, generally comparable, studies involving 138 independent sets of data, usually corresponding to graduate departments. The data are summarized in Table A. The top number of each pair of numbers is a median validity coefficient; the lower one is the number of validity coefficients (obtained in different, usually independent, studies) from which the median value was derived.

**Table A: Median Validity Coefficients 1952-1972**

Predictors	Criteria of Success				
	Graduate GPA	Overall Faculty Rating	Department Examination	Attain Ph.D.	Time to Ph.D.
GRE verbal score	.24 46	.31 27	.42 5	.18 47	.16 18
GRE quantitative score	.23 43	.27 25	.27 5	.26 47	.25 18
GRE Advanced Test score	.30 25	.30 8	.48 2	.35 40	.34 18
GRE Composite*	.33 30	.41 8	†	.31 33	.35 18
Undergraduate grade-point average	.31 26	.37 15	†	.14 30	.23 9
Recommendations	†	†	†	.18 15	.23 9
GRE-GPA composite (weighted)	.45 24	†	†	.40 16	.40 9

\*In some studies an appropriate GRE Advanced Test score was included; and in some cases a composite of two or three scores was weighted statistically.

†No data available.

More recently, the GRE Board commissioned a major validity-study project that involved 130 departments in 39 different graduate schools. The results of the project are summarized in Table B, in which the median validity coefficients and numbers of studies are displayed in the same manner as in Table A. In Table B, the criterion of success is first-year graduate grade-point average in major field groupings. Thus, generally comparable data are available from a total of more than 260 validity studies. From these data the following generalizations may be drawn:

- The GRE Advanced Test was generally the most valid predictor among those evaluated.
- In scientific fields, the GRE Aptitude Test quantitative ability score was generally a better predictor than the verbal ability score or undergraduate grade-point average.
- In verbally oriented disciplines, the GRE Aptitude Test verbal score tended to be more valid than the quantitative score.
- When predictive validities of several predictors were combined statistically, significantly higher validity coefficients resulted.

The analytical measure in the GRE Aptitude Test was first introduced in October 1977, and it is too early to know the predictive validity of analytical ability scores. Users of GRE scores are cautioned not to base admissions decisions or fellowship-award deci-

**Table B: Median Validity Coefficients 1974-1976**

Predictors	Criterion: Graduate GPA								
	Biological Science	Chemistry	Education	Engineering	English	Math	Psychology	Verbal Fields	Quantitative Fields
GRE verbal score	.19 22	.19 11	.16 7	.26 9	.30 7	.30 6	.18 13	.31 70	.20 53
GRE quantitative score	.24 22	.37 11	.20 7	.38 9	.18 7	.29 6	.19 13	.25 70	.31 53
GRE Advanced Test score	.37 10	.41 5	.53 2	* *	.40 6	.40 2	.32 8	.35 31	.34 29
Undergraduate GPA	.31 14	.33 7	.30 4	.14 4	.27 4	* *	.20 8	.30 46	.29 38

\*No data available

sions on analytical scores until the predictive validity of these scores has been established.

The following recommendations concerning the scores of students with nontypical backgrounds are made in the *Guide to the Use of the Graduate Record Examinations*, a publication that is distributed to graduate schools, fellowship sponsors, guidance offices, and others who have occasion to interpret GRE scores.

"Special care is required in interpreting the GRE scores of students who have had an educational and social experience significantly different from that of the traditional majority. These usually include ethnic and racial minorities and students from financially disadvantaged backgrounds. In some cases the differences are compounded by a student's lack of competence in the English language.

"Test scores of such students should be considered diagnostic as well as selective. For the most valid estimate of these students' potential, it may be necessary to consider criteria that go beyond traditional academic measures. In addition to GRE scores and undergraduate record, evidence of motivation, drive, and commitment to education should be assessed, as well as indications of leadership qualities and interest and achievement in the chosen field of study.

"In summary, graduate admissions officers should be both cautious and discerning when evaluating test scores and other information about students who have had educational experience significantly different from that of the traditional majority of applicants. The general rule that test scores should never be used alone as a basis for admissions or educational decisions should be stringently applied."



# 7 MINORITY GRADUATE STUDENT LOCATER SERVICE

The Minority Graduate Student Locater Service was developed by Educational Testing Service at the request of the Graduate Record Examinations Board to increase graduate school opportunities for ethnic minority students. The service provides a way for participating institutions to identify minority students who are interested in graduate education. Students registered for the Locater Service in the past few years have reported that, through the service, they became aware of graduate programs they had not previously considered. In 1979-80, the Locater Service supplied the names, addresses, and backgrounds of over 22,000 students to 183 participating graduate schools. (Participating institutions that gave permission to publish their names appear with a triangle preceding their names in the code list on pages 53-57; these schools may or may not be participants in 1980-81. Many other graduate schools also have minority recruiting programs and offer advanced educational opportunities for minority students.)

## Eligibility for the Locater Service

If you are a U.S. citizen and a college junior, senior, or graduate in the United States or Puerto Rico or a U.S. citizen residing overseas, you may participate in the Locater Service. No fee is required of you and **you do not have to register for and take the GRE to participate.** Your name, along with selected background information you provide, will be sent to participating institutions when they request names of students with your ethnic background, state of residence, degree objective, and major field interest.

## Registering for the Locater Service

To be included in the 1980-81 Locater Service, complete the registration form in this *Bulletin*. Follow the registration instructions that appear on pages 6-9 and mail the form to ETS.

**If you want to register for the Locater Service only,** complete only the items so identified on the form, and be sure to respond to the background information questions that appear in shaded areas in the registration instructions.

**If you want to register for both the Locater Service and the GRE,** complete the entire form. Registration forms for the GRE Special Administration Service may not be used to register for the Minority Graduate Student Locater Service. If you register for a Special Administration of the GRE and also want to participate in the Locater Service, complete the Locater-Service-only items on a national administration registration form and send it to ETS in the envelope provided.

## How the Locater Service Works

Information supplied by students on the registration form about their backgrounds and educational plans is placed in the files of the Locater Service. These files are searched three times during the academic year—in October, December, and February—for the names of students who match the recruiting aims of the requesting graduate schools. Deadlines for students' registration to be included in these searches are September 26, 1980; November 7, 1980; and January 23, 1981. Students registering by the September deadline will be included in all three searches. Please note that no searches occur after February. The graduate schools receive rosters of students' names and background information about four weeks after the registration deadlines. The schools then correspond with those students in whom they are interested and inform them of the procedures to follow in applying for admission.

You need to register only once to be included in the 1980-81 Locater Service. To increase the chances that your name will be provided to several graduate schools, register by September 26, 1980, so your name will be in the Locater Service file for all three searches. You must register not later than January 23, 1981, to be included in the final February search of the academic year.

The following points must be emphasized:

1. Reporting information about you to graduate institutions in the **Locater Service is entirely separate from GRE score reporting.** Selected background information about you, but not your GRE scores, will be sent to a graduate school if that institution is interested in students with your intended graduate major, ethnic identification, state or region of residence, degree sought, or any combination of these. GRE scores will be reported to an institution only if you list that institution to receive your scores when you register to take the GRE or if you list it on an Additional Score Report Request form (see page 61).
2. **Your name will be submitted to a graduate school only if you meet the criteria requested by that school.** Because of the interest among graduate schools throughout the nation in recruiting minority students, it is likely that your name will be submitted to a number of institutions. However, it is possible that your name may not be reported to any institution.
3. Registration for the **Locater Service is not an application for admission** to any graduate school. The Locater Service makes possible the contact between students and graduate schools, but it is not otherwise involved in the admission process. Any communication between students and graduate schools is the responsibility of the students and the schools. Because a graduate school may not wish to contact all students whose names it receives, students will not be informed of the identity of the institutions to which their names are sent.
4. The Locater Service is intended to supplement, not replace, your own efforts to locate a suitable program of graduate study. You should, therefore, request application materials from appropriate graduate schools independent of your participation in the Locater Service.
5. Registration for the Locater Service is not an application for financial assistance nor in any sense a guarantee that financial aid will be offered by the graduate schools that may contact



you through the Locator Service. You are advised to seek financial support from sources other than graduate schools.

6. **Information provided by students is considered confidential.** It will be sent only to graduate schools and scholarship programs participating in the Locator Service. To evaluate and improve the Locator Service, however, it may be necessary to use information in the files. Any such use of the information must be approved by the Minority Graduate Education Committee of the GRE Board, and the anonymity of the students will be preserved.

## 8 PUBLICATIONS

### College Achievement Through Self-Help

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*College Achievement Through Self-Help* is a planning and guidance manual for minority students that was developed under the sponsorship of the GRE Board after extensive investigation of the research done in the past two decades on minority college students' problems and methods developed to deal with them. It is a guide and workbook designed to enhance college counseling by providing a logical and systematic way of addressing such topics as self-assessment, career decision making, managing anxiety, and obtaining information about graduate study.

*College Achievement Through Self-Help* costs \$2.25 per copy. It may be ordered by means of the order form on page 63 of this *Bulletin*. Fill in your name and address on the order form neatly, since it will be used as your mailing label. Please enclose the proper payment or we will not be able to fill your order.

### Graduate Programs and Admissions Manual

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The *Graduate Programs and Admissions Manual, 1979-1981*, jointly sponsored by the Graduate Record Examinations Board and the Council of Graduate Schools in the United States, provides information about 696 institutions and their graduate programs. Included are graduate schools that responded to the biennial invitation to supply the summary information the *Manual* presents—information such as programs offered in 83 areas of study and numbers of students, faculty, and degrees awarded in each area and in a large number of special and interdisciplinary programs; tuition and fees; financial-aid deadlines; program prerequisites; academic calendar; and addresses of offices to contact for further information. All information in the *Manual* was provided by the institutions themselves and was current as of November 15, 1978. Notwithstanding the sources of the information, the summary tables of the *Manual* are not offered as a substitute for official publications of the institutions. The *Manual* is intended to help the prospective graduate student select institutions to investigate further from among those that offer programs in the field the student has in mind.

The *Manual* consists of four separate volumes, divided according to disciplines as follows:

**Volume A**—Agriculture, agronomy, animal and plant sciences, horticulture, agricultural economics, forestry; biology (including biophysics), microbiology, botany, zoology, entomology; basic medical sciences, allied health services, speech pathology and audiology, nursing, public health, home economics.

**Volume B**—Art, music, dramatic arts, architecture and planning; humanities, classics, English (including teaching it as a foreign language), literature, linguistics, foreign languages; philosophy, religion and theology.

**Volume C**—General science and technology, physics, chemistry (including medicinal/pharmaceutical), biochemistry, geosciences; mathematics, statistics, computer science; engineering (including agricultural, architectural, and biological/biomedical).

**Volume D**—Business and management; urban, ethnic, and geographical area studies; mass communications, library science; economics, history, anthropology, sociology, social work, political science, psychology, public administration, geography; education.

The *Manual* costs \$4 per volume. The volumes are available separately. Shipments to addresses within the United States, Puerto Rico, Canada, and Mexico are made by fourth class mail unless the purchaser specifies first class mail and pays \$2 additional postage. Shipments to addresses in other countries are made by air only, and the total cost is \$9 per volume. A shipment made by fourth class mail usually arrives at a destination in the United States within two to four weeks after the order is received by ETS.

Space is provided on registration forms to enable you to order one or more volumes of the *Manual*. The *Manual* may be ordered independently of the registration process by using the order form on page 63 of this *Bulletin*. Please enclose the proper payment or we will not be able to fill your order.

## 9 OTHER TESTING SERVICES

### GRE Special Administration Service

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As an additional service, the GRE Program maintains eight Special Administration Service test centers where the GRE are offered on dates other than the national administration dates. The locations, service addresses, telephone numbers, and testing schedules of the Special Administration Service centers are listed on page 21. All inquiries regarding the Special Administration Service should be directed to the test center with which you may wish to register.

If you wish to be tested at one of these centers, you must use materials provided in the Special Administration Service Supplement to this *Bulletin*. If you need a copy of the Supplement, contact ETS or the service address for the Special Administration Service test center at which you wish to be tested.

Score reports are mailed four to six weeks after each test administration. Choose a test date that will allow time for your scores to meet the score report deadlines of the institutions you designate to receive them. Special Administration Service registrations are



## SPECIAL ADMINISTRATION SERVICE Testing Schedules, 1980-81

Scores earned at Special Administrations are reported four to six weeks following the test date.

**ATLANTA, GEORGIA** Tests are offered in the morning on the following dates:

	1980: October	November	December	1981: January	February	March	April	May	June	July	August	September
Aptitude		11			10	10		12		7	11	8
Advanced		12			11	11		13		8	12	9

Educational Testing Service, Suite 1040, 3445 Peachtree Road, N.E., Atlanta, GA 30326 • Tel.: (404) 262-7634

**AUSTIN, TEXAS** The Aptitude Test is given in the morning and the Advanced Tests in the afternoon on the following dates:

	1980: October	November	December	1981: January	February	March	April	May	June	July	August	September
Aptitude } Advanced }		1				7		2		11	1	12

Educational Testing Service, Southwest Tower, Suite 100, 211 East 7th Street, Austin, TX 78701 • Tel.: (512) 478-8191

**BERKELEY, CALIFORNIA** Tests are offered in the morning on the dates below. Additional test dates may be established if required by testing volume. Registrations received later than seven days prior to the test date will be reassigned to the second choice of test date.

	1980: October	November	December	1981: January	February	March	April	May	June	July	August	September
Aptitude	28	18	16	20	24	24		19	23	21	18	22
Advanced	29	19	17	21	25	25		20	24	22	19	23

Educational Testing Service, 1947 Center Street, Berkeley, CA 94704 • Tel.: (415) 849-0950

**BOSTON, MASSACHUSETTS** The Aptitude Test is given in the morning and the Advanced Tests in the afternoon on most Tuesdays of the year, at a college in the Metropolitan Boston area.

Educational Testing Service, Two SunLife Executive Park, 100 Worcester Road, Wellesley Hills, MA 02181 • Tel.: (617) 235-8860

**CHICAGO, ILLINOIS** The Aptitude Test is given in the morning and the Advanced Tests in the afternoon of most Fridays of the year, holidays excepted. Additional dates may be established if required by testing volume.

Educational Testing Service, One American Plaza, Evanston, IL 60201 • Tel.: (312) 869-7700

**LOS ANGELES, CALIFORNIA** The Aptitude Test is given in the morning and the Advanced Tests in the afternoon of the same day at a university in Los Angeles. Registrations received later than seven days prior to the test date will be reassigned to the second choice of test date.

	1980: October	November	December	1981: January	February	March	April	May	June	July	August	September
Aptitude } Advanced }		15		10		21				18	1, 28	19

Educational Testing Service, 1947 Center Street, Berkeley, CA 94704 • Tel.: (415) 849-0950

**NEW YORK-NEW JERSEY AREA** All inquiries and requests should be made to the Princeton address and telephone number below. The Aptitude Test is given in the morning and the Advanced Tests in the afternoon on the following dates at a university in Wayne, New Jersey.

	1980: October	November	December	1981: January	February	March	April	May	June	July	August	September
Aptitude } Advanced }	2	6		29		5	2	7	4			

Educational Testing Service, Box 2832, Princeton, NJ 08541 • Tel.: (609) 734-3845

**WASHINGTON, D.C.** All inquiries and requests should be made to the Princeton address and telephone number below. The Aptitude Test is given in the morning and the Advanced Tests in the afternoon of the same day at a university in the D.C. area.

	1980: October	November	December	1981: January	February	March	April	May	June	July	August	September
Aptitude } Advanced }		8			14	21		9		11	15	19

Educational Testing Service, Box 2848, Princeton, NJ 08541 • Tel.: (609) 734-3840  
(Washington, D.C. local dialing number: (202) 659-0620, extension 3840)



accepted on a first-come, first-served basis and the test centers are often filled to capacity weeks in advance. Standby registration is not allowed at Special Administration Service centers, and no seat reservations or other commitments will be made by telephone.

Repeating a test in the Special Administration Service is restricted. You may not take any test more than once during the period from October through March or more than once from April through September. If you take the same test more than once during either period, the scores you earn in the second or subsequent testing will not be reported and the test fee will not be refunded.

Registration forms, admission tickets, and other items must be processed manually; to help cover the extra cost of these operations, a \$20 service fee is added to the regular GRE fees. The \$20 service charge is not covered by a GRE fee-waiver certificate.

Reasonable accommodation will be made for testing handicapped students at Special Administration Service centers. Handicapped students should contact the center well in advance to discuss their requirements for taking the tests so that special arrangements can be made if possible.

You may change your test date at a Special Administration Service test center, cancel your scores, request a refund if you are absent, change your score recipients, and arrange for additional score reports. In some cases the procedures differ from the procedures employed in connection with national administrations.

## GRE Summer Institutional Testing Program

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The Summer Institutional Testing Program (SITP) enables institutions to administer the Aptitude Test and Advanced Tests during the months of July, August, and September when GRE national administration dates are not scheduled. If you want to take the GRE during these months and cannot conveniently reach any of the Special Administration Service testing sessions (see schedules on page 21), ask the Testing Officer at an institution convenient to you if there are plans to administer the GRE under the SITP arrangements. If so, you can get details from this person on the time and location of testing, how to sign up for the tests you want to take, and the costs to you. If no SITP administration is planned but the Testing Officer is interested in setting up an administration, ask someone there to contact the ETS Princeton office for complete information.

# 10

## APTITUDE TEST DESCRIPTION AND SAMPLE QUESTIONS

This description of the Aptitude Test is intended to supplement the sample test that appears on pages 30-45 of this *Bulletin* by discussing the content of and logic of answering each type of question included in the test.

The GRE Aptitude Test measures general verbal, quantitative, and analytical abilities that are important for academic achievement. For the purpose of testing, *aptitude* is defined as *developed abilities*. The test not only reflects your abilities but necessarily reflects also the opportunity and effort that have contributed to the

development of those abilities. The Aptitude Test, like other standardized tests, makes it possible to compare students with each other regardless of their individual backgrounds. A GRE score of 500, for example, has the same meaning whether earned by a student at a small, private liberal arts college or by a student at a large public university.

The purpose of the Aptitude Test is to contribute to prediction of a student's performance in graduate school in the United States. It is not intended to measure inherent intellectual capacity or intelligence, nor is it intended to measure creativity, motivation, perseverance, or social worth.

At any given time, several different editions of the Aptitude Test are in active use in the GRE Program. The questions are different from edition to edition, and the number of questions in a given section may vary from edition to edition. All editions measure the same skills and meet the same specifications for content and level of difficulty. In addition, the various editions are rendered equivalent to each other by statistical methods. This *equating* process makes it possible to assure that all reported scores of a given value denote approximately the same level of ability regardless of the edition being used or of the particular group taking the test at a given time.

All examinees do not receive exactly the same test book because of the several editions in use and because each edition contains a number of questions being tried out or pretested with a view to using them in future editions. The trial questions may appear at any point in the test. Answers to these questions are not counted in the scoring.

To be as appropriate as possible to all examinees, who are characterized by wide-ranging interests, skills, and disciplines, the verbal section of the Aptitude Test must of necessity employ questions that draw from diverse areas of experience—from the activities of daily life and the domain of human relationships—and broad categories of academic interest such as the sciences, social studies, and humanities. The quantitative section assumes familiarity only with the arithmetic, plane geometry, and algebra that would have been learned in high school by most students. The questions in the analytical sections measure analytical skills required and developed in virtually all fields of study. No formal training in logic or methods of analysis is needed to do well on the analytical questions. Questions of various types and degrees of difficulty are kept in balance, and every attempt is made to avoid biases favoring any particular background or one sex over the other.

## Verbal Ability

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The verbal ability measure is designed to test one's ability to understand and manipulate written words in order to solve problems. It consists of four question types: analogies, antonyms, sentence completions, and reading comprehension sets.

### ANALOGIES

Analogy questions test one's ability to recognize parallel relationships among words and ideas. The relationship may be of kind, size, contiguity, or degree. Analogies may be based on words with only concrete referents (for example, *frond : fern*), with only ab-



stract referents (*obedient : obsequious*), or with both kinds of words (*junta : political*).

**Directions:** In each of the following questions, a related pair of words or phrases is followed by five lettered pairs of words or phrases. Select the lettered pair which best expresses a relationship similar to that expressed in the original pair.

1. COLOR : SPECTRUM :: (A) tone : scale  
(B) sound : waves (C) verse : poem  
(D) dimension : space (E) cell : organism

The relationship between *color* and *spectrum* is not merely that of part to whole, in which case (E) or even (C) might be defended as correct. A *spectrum* is made up of a progressive, graduated series of colors, as a *scale* is of a progressive, graduated sequence of tones. Thus, (A) is correct. Here, the best answer must be selected from a group of fairly close choices.

### ANTONYMS

The purpose of antonym questions is to measure not only knowledge of words but also the ability to reason from a positive to a negative concept, to leap conceptually from one extreme to another. Antonyms may require only rather general knowledge of a word or they may require one to make fine distinctions. They may appear as single words or as phrases and may be any part of speech.

**Directions:** Each question below consists of a word printed in capital letters followed by five words or phrases lettered A through E. Choose the lettered word or phrase that is most nearly opposite in meaning to the word in capital letters. Since some of the questions require you to distinguish fine shades of meaning, be sure to consider all the choices before deciding which one is best.

2. PROMULGATE: (A) distort (B) demote  
(C) suppress (D) retard (E) discourage

The word *promulgate* means to make known or public by open declaration. Choices (A), (B), and (E) may be eliminated because they do not convey any meaning opposite to that required by the word *promulgate*; (D) *retard* means to delay or impede; (C) *suppress* means to prohibit publication or to keep from public knowledge and is therefore the correct answer.

### SENTENCE COMPLETION

This type of question provides a measure of one aspect of reading comprehension: the ability to recognize logical and stylistic consistency among the elements in a sentence.

**Directions:** Each of the sentences below has one or more blank spaces, each blank indicating that a word has been omitted. Beneath the sentence are five lettered words or sets of words. You are to choose the one word or set of words which, when inserted in the sentence, best fits in with the meaning of the sentence as a whole.

3. Early ----- of hearing loss is ----- by the fact that the other senses are able to compensate for moderate amounts of loss, so that people frequently do not know that their hearing is imperfect.  
(A) discovery . . indicated (B) development . . prevented  
(C) detection . . complicated (D) treatment . . facilitated  
(E) incidence . . corrected

The statement that the other senses compensate for partial loss of hearing indicates that the hearing loss is not prevented or corrected; therefore, choices (B) and (E) can be eliminated. Furthermore, the ability to compensate for hearing loss certainly does not facilitate the early treatment (D) or the early discovery (A) of hearing loss. It is reasonable, however, that early detection of hearing loss is complicated by the ability to compensate for it. The correct answer is (C).

### READING COMPREHENSION

In each edition of the Aptitude Test, there are two relatively long reading comprehension passages, each providing the basis for answering seven or eight questions, and three relatively short passages, each providing the basis for answering three or four questions. One of the long passages is drawn from humanities subject fields and the other from the natural sciences. Two of the short passages are from the social studies domain and one from human relationships. There are six major types of reading comprehension questions in the test. These types focus on (1) the main idea or primary purpose of the passage; (2) information explicitly stated in the passage; (3) information or ideas implied or suggested by the author; (4) possible application of the author's ideas to other situations; (5) the author's logic, reasoning, or persuasive techniques; and (6) the tone of the passage or the author's attitude as it is revealed in the language used.

**Directions:** Each passage is followed by questions based on its content. After reading the passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.

In the years following the Civil War, economic exploitation for the first time was provided with adequate resources and a competent technique, and busy prospectors were daily uncovering new sources of wealth. The coal and oil of Pennsylvania and Ohio, the copper and iron ore of Upper Michigan, the gold and silver, and the lumber and fisheries of the Pacific Coast provided limitless raw materials for the rising industrialism. The Bessemer process quickly turned an age of iron into an age of steel and created the great mills of Pittsburgh from which issued the rails for expanding railways. The reaper and binder, the sulky plow, and the threshing machine created a large scale agriculture on the fertile prairies. Wild grasslands provided grazing for immense herds of cattle and sheep; the development of the corn belt enormously increased the supply of hogs; and with railways at hand the Middle Border poured into Omaha and Kansas City and Chicago an endless stream of produce.

As the line of the frontier pushed westward, new towns were built, thousands of claims to homesteads were filed, and speculator and promoter hovered over the prairies like buzzards seeking their carrion. With rising land values money was to be made out of unearned increment, and the creation of booms was a profitable industry. The times were stirring, and it was a shiftless fellow who did not make his pile. If he had been too late to file on desirable acres, he had only to find a careless homesteader who had failed in some legal technicality and "jump his claim." Good bottom land could be had even by late-comers if they were sharp at the game.

This bustling America of 1870 accounted itself a democratic world. A free people had put away all aristocratic privileges and, conscious of power, had gone forth to possess the last frontier. But America's essential social philosophy, which it found adequate to its needs, was summed up in three words—preemption, exploitation, progress. Its immediate and pressing business was to dispossess the government of its rich holdings. Lands in the posses-



sion of the government were so much idle waste, untaxed and profitless; in private hands they would be developed. They would provide work, pay taxes, support schools, enrich the community. Preemption meant exploitation and exploitation meant progress.

It was a simple philosophy and it suited the simple individualism of the times. The Gilded Age knew nothing of enlightenment; it recognized only the acquisitive instinct. That much at least the frontier had taught the great American democracy; and in applying to the resources of a continent the lesson it had been so well taught, the Gilded Age wrote a profoundly characteristic chapter of American history.

4. According to the passage, increased corn production was mainly responsible for an increase in the

- (A) number of sheep    (B) output of farm implements
- (C) supply of hogs    (D) amount of pasture land
- (E) number of cattle

This is a relatively easy question based on the first paragraph of the passage. The author states explicitly that the development of the corn belt enormously increased the supply of hogs; therefore, the correct answer is (C).

5. As used by the author, the term "Gilded Age" refers to an age of

- (A) social progress    (B) intellectual enlightenment
- (C) frontier living    (D) great fortunes
- (E) aristocratic privilege

The answer to this question of medium difficulty is (D). Choices (B) and (E) are specifically rejected in the passage by the statements that "the Gilded Age knew nothing of enlightenment" and that "a free people had put away all aristocratic privileges." The author states that the Gilded Age derived its "acquisitive instinct" from the frontier, but he does not suggest that a rough frontier life was the primary characteristic of the Gilded Age. (C) is not therefore the correct choice. Since there is nothing in the passage to indicate that social concerns such as public welfare and public health were of great importance, choice (A) can be eliminated. The focus of the passage is on material progress and the acquisition of material wealth, and these concepts are best represented by choice (D).

6. With which of the following aphorisms would the exploiters of the 1870s probably have been in strongest agreement?

- (A) A penny saved is a penny earned.
- (B) Nothing ventured, nothing gained.
- (C) Grasp all, lose all.
- (D) He who dances must pay the fiddler.
- (E) The love of money is the root of all evil.

Answering this difficult question requires an accurate understanding of the exploiters' attitudes as such attitudes are implied throughout the passage. The exploiters would not agree with choice (E) because, as discussed in the passage, most were concerned with accumulating wealth and making profits. Further, the general absence of moral concepts in the ideas of "making a pile" or "jumping a claim" suggest little agreement with (E) or with choice (D), which clearly suggests moral retribution. Further, there is in the passage no suggestion that the exploiters were concerned with consequences or with the possibility of loss, and for this reason both (C) and (D) are inappropriate. Finally, it is unlikely that the exploiters would agree with choice (A) because, as noted especially in the third paragraph, theirs was a philosophy of use and development rather than of simple frugality. In fact, the idea of use

and development, of "preemption, exploitation, progress," is the chief clue to the correct answer (B), for the exploiters, driven by "the acquisitive instinct," knew that, without action, no profit was to be made.

## Quantitative Ability

The quantitative ability measure is designed to test basic mathematical skills, understanding of elementary mathematical concepts, and ability to reason quantitatively and to solve problems in a quantitative setting. This section consists of three question types: discrete mathematics, data interpretation, and quantitative comparison. There is a balance among the number of questions requiring arithmetic, algebra, and geometry. The algebra required does not extend beyond that usually studied in a first-year high school course. The geometry is limited primarily to measurement and intuitive geometry or spatial visualization.

### DISCRETE MATHEMATICS

Each discrete mathematics question contains all the information needed for answering the question, except for the basic mathematical knowledge assumed to be common to the backgrounds of all students. Many of these questions require little more than manipulation and very basic knowledge; others require the student to read, understand, and solve a problem that involves either an actual or an abstract situation.

**Directions:** Solve each of the following problems, using any available space on the page for scratch work. Then indicate the best answer in the appropriate space on the answer sheet.

**Note:** Figures which accompany these problems are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that its figure is not drawn to scale. All figures lie in a plane unless otherwise indicated.

All numbers used are real numbers.

7. The average of  $x$  and  $y$  is 20. If  $z = 5$ , what is the average of  $x$ ,  $y$ , and  $z$ ?

- (A)  $8\frac{1}{2}$     (B) 10    (C)  $12\frac{1}{2}$     (D) 15    (E)  $17\frac{1}{2}$

Since the average of  $x$  and  $y$  is 20,  $\frac{x+y}{2} = 20$  or  $x+y = 40$ . Thus  $x+y+z = x+y+5 = 40+5 = 45$  and therefore

$$\frac{x+y+z}{3} = \frac{45}{3} = 15. \text{ The correct answer is D.}$$

8. Several years ago, Minnesota produced  $\frac{2}{3}$  and Michigan  $\frac{1}{6}$  of all the iron ore produced in the United States. If all the other states combined produced 18 million tons that year, how many million tons did Minnesota produce?

- (A) 27    (B) 36    (C) 54    (D) 72    (E) 162



Since Minnesota produced  $\frac{2}{3}$  and Michigan  $\frac{1}{6}$  of all the iron ore produced in the United States, the two states together produced  $\frac{5}{6}$  of the iron ore. Therefore the 18 million tons produced by the rest of the United States was  $\frac{1}{6}$  of the total production. Thus the total United States production was  $6 \cdot 18 = 108$  million tons, and Minnesota produced  $\frac{2}{3} (108) = 72$  million tons. The correct answer is D.

### DATA INTERPRETATION

The data interpretation questions, like the reading comprehension questions in the verbal measure, usually appear in sets and are based on data presented in tables or graphs; the questions test one's ability to synthesize information, to select appropriate data for answering a question, or to determine that sufficient information for answering a question is not provided.

Questions 9-11 refer to the following table:

PER CENT CHANGE IN DOLLAR AMOUNT OF SALES IN CERTAIN RETAIL STORES FROM 1977 TO 1979		
Store	Per Cent Change	
	From 1977 to 1978	From 1978 to 1979
P	+10	-10
Q	-20	+9
R	+5	+12
S	-7	-15
T	+17	-8

9. In 1979 which of the stores had greater sales than any of the others shown?

- (A) P (B) Q (C) R (D) S  
(E) It cannot be determined from the information given.

Since the only information given in the table is the per cent change from year to year, there is no way to compare the amount of sales for the stores in any one year. The correct answer is E.

10. In store T, the sales for 1978 amounted to approximately what per cent of the sales for 1979?

- (A) 86% (B) 92% (C) 109% (D) 117% (E) 122%

If A is the amount of sales for store T in 1978, then  $0.08A$  is the amount of decrease and  $A - 0.08A = 0.92A$ , which is the amount of sales for 1979. Therefore the desired result can be obtained by dividing A by  $0.92A$ , which equals  $1/0.92$  or approximately 109%. The correct answer is C.

11. If sales in store P amounted to \$800,000 in 1977, what did the sales amount to in that store in 1979?

- (A) \$727,200 (B) \$792,000 (C) \$800,000  
(D) \$880,000 (E) \$968,000

If sales in store P amounted to \$800,000 in 1977, then in 1978 they amounted to 110 per cent of that, i.e., \$880,000. In 1979 sales amounted to 90 per cent of \$880,000, i.e., \$792,000. Note that an increase of 10 per cent in one year and a decrease of 10 per cent in the following year does not result in the same amount as the original amount of sales because the base used in computing the per cents changes from \$800,000 to \$880,000. The correct answer is B.

### QUANTITATIVE COMPARISON

The quantitative comparison questions test ability to reason quickly and accurately about the relative sizes of two quantities or to perceive that not enough information is provided to make such a decision. Some questions only require some manipulation to determine which of the quantities is greater, the one in Column A or the one in Column B. Other questions require the examinee to reason more or to think of special cases in which the relative sizes of the quantities reverse.

**Directions:** Each question in this part consists of two quantities, one in Column A and one in Column B. You are to compare the two quantities and on the answer sheet blacken space

- A if the quantity in Column A is the greater;  
B if the quantity in Column B is the greater;  
C if the two quantities are equal;  
D if the relationship cannot be determined from the information given.

#### Common

**Information:** In a question, information concerning one or both of the quantities to be compared is centered above the two columns. A symbol that appears in both columns represents the same thing in Column A as it does in Column B.

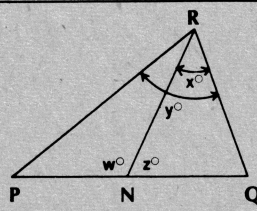
**Numbers:** All numbers used are real numbers; all square roots are positive numbers.

**Figures:** Position of points, angles, regions, etc. can be assumed to be in the order shown.

Lines shown as straight can be assumed to be straight.

Figures are assumed to lie in the plane unless otherwise indicated.

Figures which accompany questions are intended to provide information useful in answering the questions. However, unless a note states that a figure is drawn to scale, you should solve these problems NOT by estimating sizes by sight or by measurement, but by using your knowledge of mathematics (see Example 2 below).

	Column A	Column B	Sample Answers
Example 1	$2 \times 6$	$2 + 6$	<input checked="" type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D)
Examples 2-4 refer to $\triangle PQR$ .			
Example 2	PN	NQ	<input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input checked="" type="radio"/> (D) (since equal measures cannot be assumed, even though PN and NQ appear equal)
Example 3	x	y	<input type="radio"/> (A) <input checked="" type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) (since N is between P and Q)



	Column A	Column B	Sample Answers
Example 4	$w + z$	180	(A) (B) (C) (D) (since PQ is a straight line)

	Column A	Column B
12.	9.8	$\sqrt{100}$

$\sqrt{100}$  denotes 10, the positive square root of 100. (For any positive number  $x$ ,  $\sqrt{x}$  denotes the *positive* number whose square is  $x$ .) Since 10 is greater than 9.8, the correct answer is B. It is important not to confuse this question with a comparison of 9.8 and  $x$  where  $x^2 = 100$ . The latter comparison would yield D as the correct answer because  $x^2 = 100$  implies that either  $x = \sqrt{100}$  or  $x = -\sqrt{100}$ , and there is no way to determine which value  $x$  actually would have. However, this question asks for a comparison of 9.8 and  $\sqrt{100}$ , and  $9.8 < \sqrt{100}$  for the reasons previously given.

13.	$(-6)^4$	$(-6)^5$
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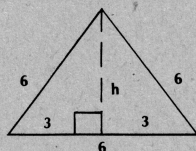
Since  $(-6)^4$  is the product of four negative factors and the product of an even number of negative numbers is positive,  $(-6)^4$  is positive. Since the product of an odd number of negative numbers is negative,  $(-6)^5$  is negative. Therefore  $(-6)^4$  is greater than  $(-6)^5$  since any positive number is greater than any negative number. The correct answer is A.

14.	$x + y = 10$ $x - y = 2$	$x^2 - y^2$	19
-----	-----------------------------	-------------	----

Since  $x^2 - y^2 = (x + y)(x - y)$  and, from the information given,  $(x + y)(x - y) = 10 \cdot 2 = 20$ , which is greater than 19, the correct answer is A.

15.	The area of an equilateral triangle with side 6	The area of a right triangle with legs $\sqrt{3}$ and 9
-----	---	---

The area of a triangle is one half the product of the lengths of the base and the altitude. In column A, the length of the altitude must first be determined. A sketch of the triangle may be helpful.



The altitude  $h$  divides the base of an equilateral triangle into two equal parts. From the Pythagorean theorem,  $h^2 + 3^2 = 6^2$  or  $h = 3\sqrt{3}$ . Therefore the area of the triangle is  $\frac{1}{2} \cdot 6 \cdot 3\sqrt{3} = 9\sqrt{3}$ . In column B, the base and the altitude of the right triangle are the two legs, and therefore the area is  $9\sqrt{3}/2$ . Since  $9\sqrt{3}$  is greater than  $9\sqrt{3}/2$ , the correct answer is A.

## Analytical Ability

The analytical measure employs three types of questions—analysis of explanations, logical diagrams, and analytical reasoning—to test the examinee's ability to do the following: (1) recognize relationships (for example, between evidence and a hypothesis, between premises and a conclusion, or between stated facts and possible explanations); (2) judge the consistency of interrelated statements; (3) draw conclusions from a complex series of statements; (4) use a sequential procedure to eliminate incorrect choices in order to reach a conclusion; (5) make inferences from statements expressing relationships among abstract entities such as nonverbal or non-numerical symbols; and (6) determine relationships between independent or interdependent categories or groups. No formal training in logic or methods of analysis is needed to do well on the analytical questions.

### ANALYSIS OF EXPLANATIONS

Each set of analysis of explanations questions is preceded by a narrative describing related events and a statement of a result, which may be surprising in light of the facts presented. Actually, the result may not follow directly from the situation but may be dictated by other events consistent with the situation, although not described. One part of the examinee's task is to imagine what missing information might plausibly explain the result.

**Directions:** For each set of questions, a fact situation and a result are presented. Several numbered statements follow the result. Each statement is to be evaluated in relation to the fact situation and result.

Consider each statement separately from the other statements. For each one, examine the following sequence of decisions, in the order A, B, C, D, E. Each decision results in selecting or eliminating a choice. The first choice that cannot be eliminated is the correct answer.

- A Is the statement inconsistent with, or contradictory to, something in the fact situation, the result, or both together? If so, choose A.  
If not,
- B Does the statement present a possible adequate explanation of the result? If so, choose B.  
If not,
- C Does the statement have to be true if the fact situation and result are as stated?  
If so, the statement is deducible from something in the fact situation, the result, or both together; choose C.  
If not,
- D Does the statement either support or weaken a possible explanation of the result?  
If so, the statement is relevant to an explanation; choose D.
- E If not, the statement is irrelevant to an explanation of the result; choose E.

Use common sense to decide whether explanations are adequate and whether statements are inconsistent or deducible. No formal system of logic is presupposed. Do not consider extremely unlikely or remote possibilities.



### Sample Set

**Situation:** In an attempt to end the theft of books from Parkman University Library, Elnora Johnson, the chief librarian, initiated a stringent inspection program at the beginning of the fall term. At the library entrance, Johnson posted inspectors to check that each library book leaving the building had a checkout slip bearing the call number of the book, its due date, and the borrower's identification number. The library retained a carbon copy of this slip as its only record that the book had been checked out. Johnson ordered the inspectors to search for concealed library books in attache' cases, bookbags, and all other containers large enough to hold a book. Since no new personnel could be hired, all library personnel took turns serving as inspectors, though many complained of their embarrassment in conducting the searches.

**Result:** During that term Margaret Zimmer stole twenty-five library books.

#### 16. Zimmer stole the books before the inspection system began.

The answer to this question of average difficulty is A, because the statement is inconsistent with the information given in the situation and the result. According to the situation, the inspection system was initiated at the beginning of the fall term, and, according to the result, Zimmer stole the books during that term.

#### 17. Zimmer dropped the books out of a second-story window into a clump of bushes and retrieved them after she left the building.

Since the statement could be true given the information in the situation and the result, this statement is consistent with the information given, so the correct answer is not A. The next option to be considered is B. The statement is a possible explanation of the result, since Zimmer could have avoided the inspection system in this way. This question is an easy one.

#### 18. During the term, if Zimmer carried a bookbag out of the library entrance door during regular hours, an inspector was supposed to check it.

This statement is not inconsistent with the information given, so the correct answer cannot be A. Although the statement brings to mind two possible explanations of the result (that Zimmer removed the books after regular hours, or that a negligent inspector failed to check her bag), it does not actually state either of these possibilities. Therefore, the correct answer cannot be B. At this point, in fact, one might be tempted to conclude that the statement weakens a possible explanation of the result (an explanation stating that Zimmer stole the books by hiding them in her bookbag) and might therefore decide that D is the correct answer. However, according to the directions, the next option to be considered is C. The statement can be deduced from the information given since it is stated that inspectors had been ordered to search for concealed library books in bookbags. The correct answer to this question is therefore C.

#### 19. The library had at one time kept two carbon copies of each checkout slip.

This statement is not inconsistent with the information given, is not a possible explanation of the result, cannot be deduced from the information given, and does not support or weaken a possible explanation of the result. Information about the system used in the

past is not relevant to any explanation of the result, so the correct answer is E.

#### 20. The doors to the library fire escapes are equipped with alarm bells set off by opening the doors.

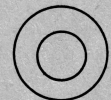
This statement is not inconsistent with the information given, and it is not a possible explanation of the result. It cannot be deduced since it is not necessarily true given the information in the situation and the result. The correct answer is D because the statement weakens a possible explanation of the result. For instance, an explanation stating that Zimmer dropped the books from a fire escape to a confederate below would be unlikely if it were known that the fire escape doors could not be opened without setting off an alarm.

### LOGICAL DIAGRAMS

In logical diagrams questions, the same options apply to each of several sets of questions. Examinees are given five circle diagrams expressing different class relationships. They are then asked to look at sets of words and choose the diagram that best illustrates the relationship of the concepts they signify.

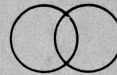
**Directions:** In this part, you are to choose from five diagrams the one that illustrates the relationship among three given classes better than any of the other diagrams offered.

There are three possible relationships between any two different classes:



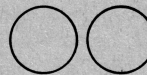
indicates that

one class is completely contained in the other, but not vice versa.



indicates that

neither class is completely contained in the other, but the two do have members in common.

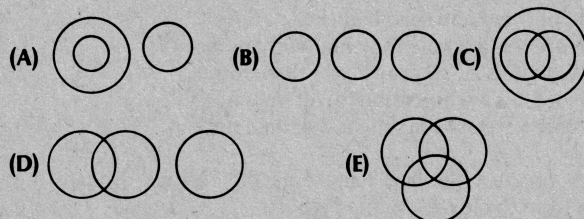


indicates that

there are no members in common.

**Note:** The size of the circles does not indicate relative size of the classes.

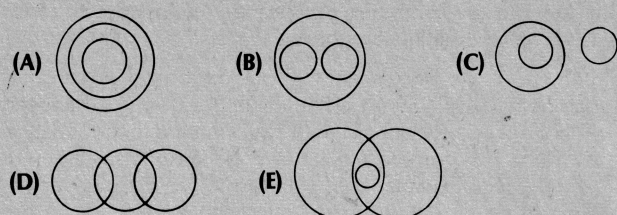
**Example:** Birds, robins, trees



The correct answer, (A), shows that one of the classes (trees) has no members in common with the other two. (No trees are either birds or robins, and no birds or robins are trees.) (A) also shows that one of the two remaining classes (robins) is completely included in the other class (birds).



The five possible choices for the sample problems are given below.



### 21. Nuts, pecans, forks

One of the classes (pecans) is completely contained in another (nuts). That is, all pecans are nuts, but the category of nuts includes other kinds of nuts as well as pecans. The third class (forks) has no members in common with either of the other two classes. Therefore, the correct answer is (C).

### 22. Adult women, infants, black-haired people

Since two of the classes (adult women and infants) have no members in common, the correct answer must include two circles that do not overlap. Black-haired people may be adult women, and adult women may be black-haired people, but neither class is completely contained in the other. The same is true of the relationship between infants and black-haired people. The correct answer is therefore (D), which shows that, while two of the classes have no members in common, each of them has some members in common with the third class.

## ANALYTICAL REASONING

Analytical reasoning consists of complex sets of statements from which the examinee must draw inferences. The statements may include abstractions such as symbols without specific referents.

**Directions:** Each question or group of questions is based on a passage or set of statements. In answering some of the questions it may be useful to draw a rough diagram. Choose the best answer for each question and blacken the corresponding space on your answer sheet.

### Questions 23-24

- (1) It is assumed that a half tone is the smallest possible interval between notes.
- (2) Note T is a half tone higher than note V.
- (3) Note V is a whole tone higher than note W.
- (4) Note W is a half tone lower than note X.
- (5) Note X is a whole tone lower than note T.
- (6) Note Y is a whole tone lower than note W.

23. Which of the following represents the relative order of the notes from the lowest to the highest?

- (A) X Y W V T    (B) Y W X V T    (C) W V T Y X  
(D) Y W V T X    (E) Y X W V T

The answer to this relatively easy question can be determined by reading the six given statements and understanding the relationships among them. The relationships may be clarified by drawing a simple illustrative diagram:

T  
V  
X  
W  
Y

The diagram shows the relative order of the notes; since the question asks for the order from the lowest note to the highest, the correct answer is (B).

24. Which of the following statements about an additional note, Z, could NOT be true?

- (A) Z is higher than T.    (B) Z is lower than Y.  
(C) Z is lower than W.    (D) Z is between W and Y.  
(E) Z is between W and X.

Since W and X are a half tone apart (statement 4), and since a half tone is assumed to be the smallest possible interval between notes (statement 1), Z cannot be between W and X. The correct answer is therefore (E). The question can also be answered by referring to the diagram.

### Questions 25-26

- (1) You cannot enter unless you have a red ticket.
- (2) If you present a blue form signed by the director, you will receive a red ticket.
- (3) The director will sign and give you a blue form if and only if you surrender your yellow pass to him.
- (4) If you have a green slip, you can exchange it for a yellow pass, but you can do so only if you also have a blue form signed by the director.
- (5) In order to get a red ticket, a person who does not have a driver's license must have a blue form signed by the director.
- (6) You can get a yellow pass on request, but you can do so only if you have never had a green slip.

25. The above procedures fail to specify

- (A) whether anything besides a red ticket is required for entrance  
(B) whether you can exchange a green slip for a yellow pass  
(C) the condition under which the director will sign the blue form  
(D) how to get a red ticket if you have a yellow pass  
(E) whether it is possible to obtain a red ticket if you do not have a driver's license

To answer this question, it is necessary to determine what information is NOT given. The information in options (B), (C), and (E) is given in statements 4, 3, and 5, respectively. The information in (D) is provided by statements 3 and 2 taken together. Statement 1, the only statement that specifically mentions a requirement for entrance, does not say that a red ticket is the only requirement for entrance. The correct answer therefore is (A).

26. Which of the following people can, under the rules given, eventually obtain a red ticket?

- I. A person who has no driver's license and who has only a green slip  
II. A person who has no driver's license and who has only a yellow pass  
III. A person who has both a driver's license and a blue form signed by the director  
(A) I only    (B) II only    (C) I and II only  
(D) II and III only    (E) I, II, and III

The answer to this moderately difficult question requires combining information from several of the given statements. The rules specify only one way of obtaining a red ticket—the presentation of



a blue form signed by the director (statement 2). The person described in III, therefore, can obtain a red ticket by presenting the blue form. The person described in II can obtain the blue form by surrendering the yellow pass and then presenting the blue form to obtain a red ticket. The person described in I, however, as one who does not have a driver's license, must have a signed blue form in order to get a red ticket (statement 5). The director will sign the blue form and give it only to someone who surrenders a yellow pass (statement 3). Since this person has only a green slip, he or she can get a yellow pass neither on request (statement 6) nor by exchanging his or her green slip for a yellow pass (statement 4). Therefore, a person who has no driver's license and who has only a green slip cannot obtain a red ticket. The correct answer is (D), II and III only.

## The test development process

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ETS professional staff responsible for developing the verbal measure of the GRE Aptitude Test have backgrounds in the humanities or in measurement. Those responsible for the quantitative portion have advanced degrees in mathematics or a related field. Responsibility for the analytical measure is shared by people with humanities, science, and mathematics backgrounds, some of them with formal training in logic.

Standardized procedures have been developed to guide the test generation process, to assure high quality test material, to avoid idiosyncratic questions, and to encourage development of test material that is widely appropriate.

An important part of the development of test material is the review process. Each question, as well as any stimulus material on which questions may be based, must be reviewed by several independent critics. In appropriate cases, questions are also reviewed by experts outside ETS who can bring fresh perspectives to bear on the questions.

After the questions have been reviewed and revised as appropriate, they are assembled into clusters suitable for trial in live editions of the Aptitude Test. In this manner, new questions are tried out under standard testing conditions, by representative samples of GRE examinees. Questions being tried out do not contribute to examinees' scores but are themselves subjected to test: they are analyzed statistically for usefulness and weaknesses. Questions that perform satisfactorily become part of a pool of questions from which a new edition of the Aptitude Test is assembled at

some future time; those that do not are rewritten to correct the flaws and tried out again—or discarded.

In preparing the Aptitude Test, the test assembler considers not only each individual question's characteristics but also the relationship of the question to the entire group of questions. The assembler makes sure that in a set of reading comprehension questions, for example, no two questions are actually asking the same thing, or, in vocabulary questions, that words already in the test do not reappear. Test assembly requires ordering the questions, with very easy questions placed first, balancing the questions to meet test specifications for content and statistical qualities, and recording information showing how closely the test matches the specifications.

When the test has been assembled, it is reviewed by a second test specialist and by the test development coordinator for the GRE Program. After satisfactory resolution of any points raised in these reviews, the test goes to a test editor. The test editor's review is likely to result in further suggestions for change, and the test assembler must decide how these suggested changes will be handled. If a suggested change yields an editorial improvement, without jeopardizing content integrity, the change is adopted; otherwise, new wording is sought that will meet the dual concerns of content integrity and editorial style. The review process is continued at each stage of test assembly and copy preparation, down to careful scrutiny of the final proof immediately prior to printing.

All reviewers except the editors, copyreaders, and proofreaders must attempt to answer each question without the help of the answer key. Thus, each reviewer "takes the test," uninfluenced by knowledge of what the question writer or test assembler believed each answer should be. The answer key is certified as official only after at least three reviewers have agreed independently on the correct answer for each question.

The extensive, careful procedure described above has been developed over the years to assure that every question in any new edition of the Aptitude Test is appropriate and useful and that the combination of questions that make up the new edition is a satisfactory combination. Nevertheless, the appraisal is not complete until after the new edition has been administered to examinees in a national test administration and subjected to a rigorous process of item analysis to see whether each question yields the expected results. This further appraisal sometimes reveals that a question is not satisfactory after all; it may prove to be ambiguous, or require information beyond the scope of the test, or be otherwise unsuitable. Answers to such a question are not used in computing scores.



# 11

## SAMPLE APTITUDE TEST

The sample test that follows is intended to help you become familiar with the Aptitude Test and accustom yourself to the test experience so that you will know what to expect and can take the actual test with greater certainty about your test-taking strategy—such as how much time to spend per question—and with the confidence that familiarity brings.

The sample test has the same format as the currently used forms of the Aptitude Test, and it meets the same specifications for content, level of difficulty, and other characteristics. The sample test, however, has only four sections, while the actual GRE Aptitude

Test has five because trial questions are included in the actual test. These questions may appear at any point in the test.

Statistical studies have shown that there is such a thing as a “practice effect,” which tends to cause scores to rise slightly in the first and second repetitions of a test. You may be able to derive the benefit of the practice effect by treating the sample test as an actual test. Take the sample test under conditions that simulate those in an actual test administration, observing the time limits imposed and focusing your attention on the test questions just as seriously as you expect to do when you take a live test to earn a score. The total time that should be allotted for the sample test is 2½ hours.

To derive the maximum benefit from the sample test, you should familiarize yourself beforehand with the kinds of questions that appear in the Aptitude Test. Carefully study the sample questions and explanations on pages 22-29.

### SECTION I

Time—50 minutes  
80 Questions

For each of the questions in this section, choose the best answer and blacken the corresponding space on the answer sheet.

Each of the sentences below has one or more blank spaces, each blank indicating that a word has been omitted. Beneath the sentence are five lettered words or sets of words. You are to choose the one word or set of words which, when inserted in the sentence, best fits in with the meaning of the sentence as a whole.

1. Unable to focus on specific points, he could talk only about-----; indeed, his entire lecture was built around vague ideas.  
(A) personalities (B) statistics (C) vulgarities  
(D) particulars (E) abstractions
2. Price stability and war simply do not go together, and no amount of economic legerdemain can ever-----this-----.  
(A) demolish . . propensity (B) unveil . . canard  
(C) refurbish . . tautology (D) resolve . . incompatibility  
(E) conceal . . sophistry
3. This book depicts the groping futility that permeates the lives of Americans surrounded by poverty and makes us -----realities we would prefer to ignore.  
(A) elude (B) shelve (C) nurture  
(D) confront (E) emulate
4. Although their-----has led to-----, the basic methods of lithography have not changed since its invention.  
(A) usefulness . . simplicity (B) expense . . popularity  
(C) compromise . . invention (D) refinement . . speed  
(E) mechanization . . abandonment
5. Winter sports, particularly skiing, are almost as important to the economy of the area as-----activities.  
(A) profitable (B) competitive (C) summertime  
(D) recreational (E) outdoor

6. Although he survived typhoons, earthquakes, and other -----, he succumbed, -----, to the common cold.  
(A) cataclysms . . ironically (B) hazards . . unwittingly  
(C) disasters . . naturally (D) difficulties . . unerringly  
(E) plagues . . expectedly
7. The gateway to the Parthenon has been photographed, drawn, and painted so often that any depiction of it seems -----.  
(A) historic (B) climactic (C) banal  
(D) complex (E) absurd
8. If sibling rivalry did nevertheless exist, it was effectively ----- by an outward show of mutual -----.  
(A) disguised . . combativeness  
(B) simulated . . cooperation (C) muted . . deference  
(D) effaced . . mistrust (E) evoked . . fraternity

In each of the following questions, a related pair of words or phrases is followed by five lettered pairs of words or phrases. Select the lettered pair which best expresses a relationship similar to that expressed in the original pair.

9. REFEREE : SPORT :: (A) senator : congress  
(B) moderator : debate (C) floorwalker : merchandise  
(D) analyst : psychology (E) hostess : party
10. PLUG : SOCKET :: (A) prong : fork  
(B) cartridge : chamber (C) mitten : glove  
(D) bulb : switch (E) chimney : fire
11. SUITE : FURNITURE :: (A) vase : pottery  
(B) fodder : livestock (C) flavor : food  
(D) landscape : picture (E) ensemble : clothing



12. PATHETIC : SYMPATHY :: (A) witty : malice  
(B) sad : anxiety (C) foolish : frivolity  
(D) stupid : ignorance (E) unjust : resentment
13. DILIGENCE : SLOTH :: (A) patience : snail  
(B) acrimony : shrew (C) innocence : lamb  
(D) speechlessness : magpie (E) voracity : vulture
14. SHIP : ARMADA :: (A) navy : army  
(B) commander : orderly (C) offense : defense  
(D) admiral : fleet (E) plane : squadron
15. ANODYNE : PAIN :: (A) rain : drought  
(B) restorative : hearing (C) emotion : anger  
(D) chill : tremor (E) strain : ligament
16. RECANT : BELIEF :: (A) rescind : order  
(B) negate : cancellation (C) reword : hypothesis  
(D) rebuke : behavior (E) abominate : evildoing
17. SQUABBLE : FIGHT :: (A) detour : delay  
(B) mistake : punishment (C) prattle : speech  
(D) injustice : defiance (E) topic : conversation

Each question below consists of a word printed in capital letters, followed by five words or phrases lettered A through E. Choose the lettered word or phrase which is most nearly *opposite* in meaning to the word in capital letters.

Since some of the questions require you to distinguish fine shades of meaning, be sure to consider all the choices before deciding which one is best.

18. DEPLORABLE : (A) mildly invigorating  
(B) rarely available (C) indivisible (D) intangible  
(E) praiseworthy
19. MOBILIZE : (A) expose (B) disband  
(C) disavow (D) conquer (E) minimize
20. PINNACLE : (A) lowest point (B) smallest number  
(C) endless time (D) vigorous effort (E) loud noise
21. TICKLE : (A) admit (B) surprise  
(C) stretch (D) bore (E) close
22. SUBTLETY : (A) extremity (B) obviousness  
(C) depravity (D) caricature (E) erudition
23. ABSTEMIOUS : (A) sacred (B) approachable  
(C) relaxed (D) giving generously (E) partaking freely
24. ENDOW : (A) condemn (B) mystify (C) impoverish  
(D) exhilarate (E) complete
25. TUMULT : (A) individuality (B) repose  
(C) origin (D) sparse growth (E) poor adaptation
26. CONTROVERT : (A) affirm (B) progress  
(C) transfer smoothly (D) observe carefully  
(E) experiment boldly
27. DOWDY : (A) graceful (B) minute  
(C) precocious (D) spruce (E) wealthy

Each passage in this group is followed by questions based on its content. After reading a passage, choose the best answer to each question and blacken the corresponding space on the answer sheet. Answer all questions following a passage on the basis of what is *stated* or *implied* in that passage.

It has been feared that environmental damage will result from the offshore production of oil. One kind of damage anticipated is harm to benthic, or bottom-dwelling, ocean animals from the mechanical silting that would be produced by drill cuttings and pipeline burial. But these disturbances are minor when compared with the silting produced by bottom-trawler fishing. Trawl marks over wide expanses of the continental shelf have commonly been observed from submersible research vessels. Trawling can throw large clouds of silt and clay into suspension, as observed from airplanes flying above trawlers operating over the mud bottom of some inner continental shelves. Ironically, it has also been observed that numerous crabs and fish quickly congregate along trawl marks made on the bottom by vehicle runners and ballast chains; thus, one might even conclude that disturbing the bottom, as well as spilling minor amounts of oil, benefits rather than harms many benthic animals.

28. The primary purpose of the passage is to
- (A) defend offshore oil production from the charge of spilling too much oil  
(B) refute an environmentalist objection to offshore oil production  
(C) describe bottom-trawler fishing as environmentally beneficial  
(D) advocate measures for the protection of bottom-dwelling marine animals  
(E) explain methods used to observe the damage done by trawlers
29. Which of the following statements concerning the crabs and fish that congregate along trawl marks can be inferred from the passage?
- (A) They belong to many species.  
(B) They congregate because they are gregarious in nature.  
(C) They seek to hide along the ridges made by the tracks.  
(D) They are attracted by some feature of the changed environment.  
(E) They depend on the changes produced by trawling to find food.
30. Which of the following is a conclusion suggested by the author for which he offers NO evidence in the passage?
- (A) Many benthic animals are benefited by disturbance of the ocean bottom.  
(B) The silting produced by bottom-trawler fishing is more significant than the silting that would be produced in the offshore production of oil.  
(C) Minor spills of oil benefit some species of bottom-dwelling ocean animals.  
(D) Some predictions of environmental damage from the offshore production of oil are exaggerated.  
(E) Bottom-trawling improves the marine environment for some living creatures.

**GO ON TO THE NEXT PAGE**



The literary generation that crusaded against Puritanism and the genteel tradition, against stereotypes and sentimentality, also saw what Merle Curti terms "the beginnings of a new and realistic interest in American regions and American

- (5) folk." The trend toward twentieth-century realism exemplified in this country by the works of Sherwood Anderson, Sinclair Lewis, and Theodore Dreiser was paralleled in the work of black writers of the same period. Rudolph Fisher, Arna Bontemps, and Jessie Fauset, for example, reached an almost full scale of self-revelation and a substantial degree of self-criticism. By breaking with past literary tradition, black writers in the 1920's were developing a greater sophistication of style and wider and more universal appeal.

- American art faced a problem in the early twenties—a problem born of the fact that for years the white American had regarded the American art scene as unsophisticated, and the black artist had felt oppressed by the social situation. Frequently escaping to life abroad where new developments in art were taking place, neither contributed much toward the development of a distinctive American art. In the mid-twenties, the same forces that inspired the upsurge of new, more realistic, and unapologetic talent in the other arts inspired changes in the attitude of artists. In addition, of course, the rising tide of modernism in Europe and at home encouraged young black painters away from traditionalism in both subject matter and style.

- Fortunately, as with the parallel movement in literature, this movement in painting did not lead the black artists into racialist art. On the contrary, it led them into the mainstream. American artists were beginning to develop the Negro theme and subject as new native American material. The older white artists had handled the Negro theme in a somewhat casual and superficial manner. For many young white artists of the twenties, blacks were the subject of careful and penetrating interpretation. The fact that young white American artists and their young black contemporaries shared this new interest in black life was significant. A common ground was established among young artists. The notion of the black world as a restricted province to which the black artist was confined was removed. At the same time, the black artist was challenged to the task of self-revelation and forced to attempt it in competition with other artists. The poise and originality of the young artists of that period and their honest depiction of American life brought them closer to the realization that race was a medium of expression, not an end in itself. For though their work was avowedly racial for the most part, they ranged with an increasing sense of freedom through the universe of a common human art. The strength and vigor of artists like Aaron Douglas, Palmer Hayden, and Hale Woodruff were a reflection of superior advantages and training. Of equal, if not greater, importance was the fact that their spiritual enlargement stemmed from the growing conception of American culture as vitally and necessarily including the materials of black life.

31. According to the passage, paintings of blacks by older white artists in the 1920's lacked
- (A) originality (B) stylistic variety (C) popular approval  
(D) depth of interpretation (E) evidence of awareness of the movement toward realism
32. It can be inferred that the author would most likely react to a movement among black artists toward racialist art with
- (A) amused cynicism (B) deliberate indifference  
(C) enthusiastic encouragement (D) cautious optimism  
(E) disappointed disapproval

33. The author quotes Merle Curti in order to

- (A) support his own analysis of a trend  
(B) indicate the ambiguity of his topic  
(C) provide a contrasting viewpoint  
(D) foreshadow new directions attitudes may take  
(E) illustrate past resentment to change

34. It can be inferred that which of the following contributed to the "problem" mentioned in line 14?

- I. The popularity of American art abroad  
II. The artistic confinements of traditional styles in America  
III. A belief that the American art world was provincial
- (A) I only (B) II only (C) I and II only  
(D) II and III only (E) I, II, and III

35. It can be inferred that, in the early decades of the twentieth century, many American painters went abroad because they

- (A) hoped to redress social injustices in America  
(B) disliked the trend toward modernism in America  
(C) regarded Europe as the place where new developments in art were taking place  
(D) wished to encourage Europeans to join the movement toward realism  
(E) could find no way to support themselves in America

36. Which of the following best defines the "common ground" mentioned in line 37?

- (A) A desire for honest self-revelation in painting  
(B) A confidence in the influence of art on society  
(C) An interest in improving the quality of life of blacks in America  
(D) A concern for realistic interpretation of black life in art  
(E) A new freedom to depict subject matter unrelated to American life

37. The author's primary purpose in the passage is to

- (A) enumerate several dilemmas faced by black artists in America  
(B) explain the differences between realism in literature and realism in painting  
(C) contrast the works of black artists with those of their white contemporaries  
(D) analyze the effect on black artists of the movement toward realism in art  
(E) encourage the inclusion of black life in artistic depictions of American culture

38. The author mentions Sinclair Lewis and Jessie Fauset as examples of writers who

- (A) awakened European interest in American culture  
(B) broke away from past literary traditions  
(C) portrayed the lives of blacks realistically  
(D) were among the most prolific writers of the 1920's  
(E) influenced artists in fields other than literature

A plausible case can be made for the view that personal values influence which things in the environment a person attends to. Obviously, a person cannot look in all directions at once, and I will not choose to look at the same things you choose to look at. But an extension of the principle was made by those perceptionists who argued that personal values not only orient perception, but actually distort it. I distrust the generalization that perception is typically distorted, because I think the biological need for clear perception is so great that



(10) evolution would have weeded out such a tendency. However, the argument does appear to have some bearing on the study of perception in general.

39. According to the passage, the perceptionists mentioned in line 6 are guilty of

- (A) inability to reconcile conflicting viewpoints
- (B) unwillingness to consider new evidence
- (C) careless experimentation
- (D) deliberate falsification
- (E) inappropriate extrapolation

40. The author provides information to answer which of the following questions?

- (A) Why is it unlikely that perception is typically distorted?
- (B) What evidence is there that personal values distort perception?
- (C) How do people decide which things in the environment to attend to?
- (D) What kinds of values most affect personal perceptions?
- (E) What effect has the distortionist argument had on the study of perception?

41. The argument mentioned in the last sentence is best summarized by which of the following statements?

- (A) Personal values typically orient perception.
- (B) Evolution has had an effect on human perceptual ability.
- (C) There is a biological need for clear perception.
- (D) People choose to look at different things in the environment.
- (E) Personal values typically distort perception.

The measured values of the mass and radius of Pluto provide an interesting paradox. Since the planet does not have a satellite, the only way to determine its mass is from the perturbations it causes in the orbits of Neptune and Uranus.

(5) From such data, the mass has been estimated to be somewhat less than that of Earth. In 1956, G.P. Kuiper and M. Humason measured the angular diameter of Pluto and found it to be 0.23 second of arc; at the existing distance, this represented a diameter of about 5,800 kilometers; i.e., a radius of 2,900

(10) kilometers (1,800 miles) for the planet. From the estimated mass and the radius given above, the density is found to have the unrealistic value of nearly 60 grams per cubic centimeter.

One way out of the difficulty is the suggestion that Pluto has a very smooth surface, unlike that of any other member of

(15) the solar system, and that this reflects light in a specular manner; i.e., like a polished sphere. In this case, the angular diameter measured would be that of the reflected image of the Sun, which would be smaller than the true angular diameter. The actual diameter of Pluto might thus be appreciably

(20) greater than 5,800 kilometers, and the density would be considerably less than the value given above. An error of a factor of two in the diameter would decrease the density by a factor of eight. There is, however, no reason to believe that the surface of Pluto is smooth enough to cause specular reflection of sunlight.

(25) tion of sunlight.

An alternative possibility is that the mass of the planet calculated from the perturbations of the orbits of Uranus and Neptune is too large; in other words, the perturbations have been overestimated. If the density of Pluto is assumed to be

(30) about 3.5 grams per cubic centimeter, which is roughly that of Neptune's satellite, Triton, and the diameter is taken as 5,800 kilometers, the mass would be about one-eighteenth (0.057) of the mass of Earth. A body with such a small mass

would not have produced the apparent perturbation of the

(35) orbit of Uranus upon which was based the prediction of the existence of Pluto. If such is the case, the discovery of this planet was a fortunate accident. There is now no simple way of deciding whether either the mass based on the orbital perturbations or the radius derived from the observed angular diameter is correct. One way to resolve the uncertainty is by means of a space probe with a large telescope oriented to observe the eclipse by Pluto of a suitable star. An unequivocal value of the diameter of the planet could, in principle, be obtained in this manner.

42. According to the passage, the density of Triton is approximately

- (A) the same as that of Neptune
- (B) the same as that of Earth
- (C) one-eighteenth of the density of Earth
- (D) 3.5 grams per cubic centimeter
- (E) 60 grams per cubic centimeter

43. The author regards the idea that the surface of Pluto is smooth with

- (A) bewilderment
- (B) skepticism
- (C) apprehension
- (D) enthusiasm
- (E) derision

44. It can be inferred from the passage that if Pluto had a satellite, astronomers could more accurately determine the

- (A) orbit of Pluto
- (B) specularity of Pluto
- (C) mass of Pluto
- (D) nature of the satellites of Neptune and Uranus
- (E) orbits of Neptune and Uranus

45. The author's primary purpose in the passage is to

- (A) trace the development of a theory
- (B) question given data
- (C) criticize inaccurate calculations
- (D) describe an unresolved dilemma
- (E) propose an innovative solution

46. It can be inferred that if Kuiper and Humason had found the diameter of Pluto to be 11,600 kilometers, they would have calculated the density of Pluto to be about how many grams per cubic centimeter?

- (A) 2
- (B) 7
- (C) 15
- (D) 120
- (E) 480

Note: The remaining questions based on this passage are printed on the next page to save production and postage expenses. In the actual test each passage and all the questions based on it are on the same page or facing pages.

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47. Which of the following best summarizes the "paradox" mentioned in line 2?
- (A) Although scientists have made many attempts, there is no way to prove or disprove the theory that Pluto is the only member of the solar system with a very smooth surface.
  - (B) Evidence of the perturbation that Pluto causes in the orbit of Neptune conflicts with pre-1956 assumptions about the mass of Pluto.
  - (C) Calculations of Pluto's density based on observation and reasonable estimation contradict realistic expectations of what the density should be.
  - (D) The accuracy of measurements of Pluto's radius can be validated only by accurate measurements of the mass of the planet.
  - (E) The existence of Pluto has been accepted despite the absence of and inaccuracy of evidence concerning its major characteristics.
48. According to the passage, if Pluto has a very smooth surface, which of the following is true of the angular diameter of Pluto as measured by Kuiper and Humason?
- (A) It is larger than the true angular diameter.
  - (B) It is an accurate calculation of the diameter.
  - (C) It is the same as the angular diameter of the Sun.
  - (D) It is approximately one-eighth the true angular diameter.
  - (E) It is the angular diameter of the reflected image of the Sun.
49. The discovery of Pluto could most appropriately be described as "a fortunate accident" (line 37) if
- (A) the mass of Earth were 18 times the mass of Pluto
  - (B) the density of Triton had been overestimated in astronomers' calculations
  - (C) the mass of Neptune had been overestimated in astronomers' calculations
  - (D) observed perturbations in the orbit of Uranus were caused by the planet Pluto
  - (E) the surface of Pluto were very smooth
- One of the most sensitive indicators of the level of health services in a given community is the infant mortality rate expressed as deaths of infants under one year of age per 1,000 live births. As of 1970, the United States as a whole (about 25.0 deaths per 1,000 live births) ranked thirteenth behind several Western European nations and New Zealand. In the city of Chicago the figure was 30.0. In poverty areas of the city, the rate was 38.5 compared with 22.2 in non-poverty areas. For nonwhites, the rate was 43.0 compared with 22.2 for whites. For the nonwhite population residing in a poverty area, the rate was 45.5.
- Proponents of the health system argued that comparisons with other countries were not valid because of differences in the collection and analysis of data. Their argument does not seem to explain the fact that in the southside Chicago black ghetto community known as Kenwood A, the nonwhite neonatal mortality rate was 60.6, whereas in the neighboring middle-class Hyde Park A, the figure for whites was 8.3.
50. The author's attitude toward the provision of health care in Chicago is that it was
- (A) modern (B) disorganized (C) unscientific
  - (D) discriminatory (E) bureaucratic
51. According to the passage, the system of health care in the United States has been defended by pointing out international disparities in presenting data. Which of the following arguments does the author use against such a defense?
- (A) The data showed that the United States ranked below several Western European nations and New Zealand in health services.
  - (B) The provision of medical care is a scientific matter that can be measured independently of cultural variations.
  - (C) The United States is a complex society with greater social differences than some Western European countries have.
  - (D) There is little significant variation among the rates of infant death exhibited by the industrially developed nations.
  - (E) There are differential rates of infant mortality in neighboring communities within the United States.
52. The passage as a whole is directed toward showing that
- (A) nonwhites could not obtain prenatal care in Chicago clinics in 1970
  - (B) the rate of infant mortality was higher in urban than in rural areas of the United States in 1970
  - (C) the level of health services provided to poor nonwhites in Chicago was low in 1970
  - (D) the comparative use of statistics on infant mortality is misleading
  - (E) neighboring areas in Chicago may exhibit different rates of infant death
- Select the word or set of words which best completes each of the following sentences.
53. Although its resemblance to the lizard family is -----, the tuatara was at one time classified as a kind of lizard.
- (A) arbitrary (B) sensational (C) superficial
  - (D) significant (E) exceptional
54. In spite of medieval England's political and economic -----, a contemporary traveler would doubtless have noted many ----- local customs.
- (A) unity . . different (B) insularity . . restrictive
  - (C) independence . . traditional (D) problems . . strange
  - (E) moderation . . colorful
55. He defines appearance as whatever is -----, or subject to time, and defines truth as whatever transcends time.
- (A) infallible (B) powerful (C) empirical
  - (D) ephemeral (E) tactile
56. Theories are built on facts; and -----, reports of facts are shot through and through with ----- interpretation.
- (A) therefore . . biased (B) conversely . . theoretical
  - (C) regrettably . . legal (D) hence . . scientific
  - (E) inevitably . . similar
57. Americans tend to equate public greatness with private goodness, even though it is so obvious that private ----- is in no way ----- to public usefulness.
- (A) rectitude . . tantamount (B) integrity . . superior
  - (C) piety . . irrelevant (D) improbity . . equivalent
  - (E) dissipation . . comparable



58. It is acceptable enough to ----- a weakening of federal power, but care must be taken to prevent such weakness from becoming anarchy.

- (A) demonstrate (B) equivocate (C) declare  
(D) effect (E) suspend

59. In all coal there is an incombustible part, but the ----- that does not burn is generally ----- by indignant users.

- (A) ash . .utilized (B) smoke . .ignored  
(C) residue . .collected (D) proportion . .exaggerated  
(E) element . .isolated

60. Inertia ----- the role of action in the play; the prevailing mood is one of -----.

- (A) elicits . .secrecy (B) precludes . .suspicion  
(C) assumes . .fury (D) characterizes . .fear  
(E) usurps . .torpor

61. None of her assistants seemed to be quite up to the mark, and there had been so many small failures that even less ----- people than Morrison might be expected to -----.

- (A) magnanimous . .cavil  
(B) punctilious . .condone  
(C) cantankerous . .complain  
(D) pedantic . .acquiesce  
(E) contemptuous . .despair

Select the lettered pair which best expresses a relationship similar to that expressed in the original pair.

62. GYROSCOPE : BALANCE :: (A) wheel : road  
(B) rudder : direction (C) motor : fuel (D) sail : wind  
(E) bicycle : pedal

63. ANNEX : BUILDING :: (A) gate : fence  
(B) lyric : song (C) paragraph : text (D) hill : mountain  
(E) postscript : letter

64. ENTHUSIASTIC : FANATICAL :: (A) gregarious : frenzied  
(B) sensible : sensitive (C) singular : unique  
(D) serene : apathetic (E) arduous : laborious

65. PLAGIARISM : IDEA :: (A) depredation : property  
(B) appropriation : law (C) vandalism : territory  
(D) plunder : victory (E) litigation : suit

66. HERO : KUDOS :: (A) audience : applause  
(B) scapegoat : blame (C) judge : verdict  
(D) censor : insult (E) snob : rebuff

67. OFFICIOUSNESS : HELPFULNESS :: (A) stinginess : thrift  
(B) mediocrity : talent (C) hypocrisy : feeling  
(D) obscurity : fame (E) learning : scholarliness

68. ROIL : TURBID :: (A) sever : sharp  
(B) knead : tepid (C) defile : impure  
(D) disintegrate : arid (E) terminate : continual

69. PERFUNCTORY : ZEAL :: (A) venerable : wisdom  
(B) diplomatic : tact (C) assiduous : clarity  
(D) profligate : courage (E) precipitate : caution

70. PRETERNATURAL : NORMAL ::  
(A) hyperbolic : related  
(B) gesticulative : indicated  
(C) ubiquitous : accepted  
(D) lamentable : regretted  
(E) supererogatory : required

The *opposite* of:

71. PIVOTAL : (A) untimely (B) informal  
(C) incidental (D) unsaturated (E) disproportionate

72. INTERDICT : (A) extend (B) detract  
(C) submit (D) replenish (E) allow

73. REFRACTORY : (A) undetermined  
(B) disinterested (C) docile  
(D) identifiable (E) rambling

74. QUINTESSENTIAL : (A) best loved  
(B) least typical (C) least accessible  
(D) least desirable (E) most inventive

75. STOLIDITY : (A) confidence (B) weakness  
(C) intelligence (D) excitability (E) dishonesty

76. CONCATENATION : (A) disconnectedness  
(B) euphony (C) inertness (D) apparentness  
(E) homogeneity

77. OBFUSCATE : (A) portend (B) rejuvenate  
(C) illumine (D) intensify (E) maximize

78. MORIBUND : (A) dormant (B) dominant  
(C) nascent (D) absent (E) crescent

79. INSoucIANCE : (A) knowledgeability (B) trust  
(C) impartiality (D) affluence (E) concern

80. SALUBRIOUS : (A) unfriendly (B) reprehensible  
(C) noxious (D) saccharine (E) corrosive

## STOP

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON THIS SECTION ONLY.  
DO NOT WORK ON ANY OTHER SECTION IN THE TEST.



## SECTION II

Time—50 minutes

55 Questions

You may read these directions for Part A now before time begins.

Directions: Each question in Part A consists of two quantities, one in Column A and one in Column B. You are to compare the two quantities and on the answer sheet blacken space

- A if the quantity in Column A is the greater;
- B if the quantity in Column B is the greater;
- C if the two quantities are equal;
- D if the relationship cannot be determined from the information given.

### Common

**Information:** In a question, information concerning one or both of the quantities to be compared is centered above the two columns. A symbol that appears in both columns represents the same thing in Column A as it does in Column B.

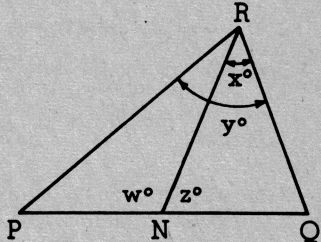
**Numbers:** All numbers used are real numbers.

**Figures:** Position of points, angles, regions, etc. can be assumed to be in the order shown.

Lines shown as straight can be assumed to be straight.

Figures are assumed to lie in the plane unless otherwise indicated.

Figures which accompany questions are intended to provide information useful in answering the questions. However, unless a note states that a figure is drawn to scale, you should solve these problems NOT by estimating sizes by sight or by measurement, but by using your knowledge of mathematics (see example 2).

	Column A	Column B	Sample Answers
Example 1:	$2 \times 6$	$2 + 6$	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
Examples 2–4 refer to $\triangle PQR$ .			
			
Example 2:	PN	NQ	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D (since equal measures cannot be assumed, even though PN and NQ appear equal)
Example 3:	x	y	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D (since N is between P and Q)
Example 4:	$w + z$	180	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D (since PQ is a straight line)

STOP

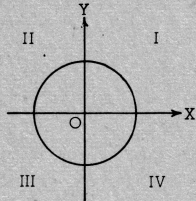
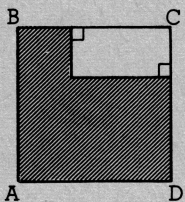
DO NOT BEGIN WORK ON SECTION II UNTIL YOU ARE TOLD TO DO SO.



**Part A**  
(Suggested time—20 minutes)  
30 Questions

- A if the quantity in Column A is greater;  
B if the quantity in Column B is greater;  
C if the two quantities are equal;  
D if the relationship cannot be determined from the information given.

Column A	Column B														
1. The number of minutes in 60 hours	The number of seconds in 60 minutes														
$a = 2, b = 3, c = 7$															
2. $a(c+b)$	$ac + b$														
3. $3 \times 98$	$300 - 6$														
<table border="1"> <thead> <tr> <th>Student</th><th>Score on a Test</th></tr> </thead> <tbody> <tr><td>1</td><td>8</td></tr> <tr><td>2</td><td>6</td></tr> <tr><td>3</td><td>3</td></tr> <tr><td>4</td><td>5</td></tr> <tr><td>5</td><td>9</td></tr> <tr><td>6</td><td>2</td></tr> </tbody> </table>		Student	Score on a Test	1	8	2	6	3	3	4	5	5	9	6	2
Student	Score on a Test														
1	8														
2	6														
3	3														
4	5														
5	9														
6	2														
4. Score attained by student 4	Average (arithmetic mean) score of the six students														
5. 20% of 80	80% of 20														
$3 < x < 5$ $5 < y < 7$															
6. $x$	$y$														
7. $10,000,000 + 0.01$	$10,000,001 - 0.99$														
8. $4x + 2$	$8x + 4 = 10$ $\frac{10}{4}$														
Rectangular region R and square region S each have area 36.															
9. Width of R if its length is 9	Length of a side of S														
$x \cdot y = 0$															
10. $x$	$y$														

Column A	Column B
11. The average (arithmetic mean) degree measure of the three angles of any triangle	The average (arithmetic mean) degree measure of the four angles of any quadrilateral
$y > 0$	
12. $2y^2$	$(2y)^2$
 <p>Point <math>(x, y)</math> is a point in quadrant I on the circle with center O.</p>	
13. $x$	$y$
 <p>ABDC is a square.</p>	
14. Perimeter of ABCD	Perimeter of shaded region
$x > 0$	
15. $x(x + 2) + 3(x + 2)$	$(x + 2)^2$
$a^3 = b$ $a \neq 0$	
16. $a \cdot a$	$\frac{b}{a}$

GO ON TO THE NEXT PAGE



Column A

Column B

$x$ ,  $y$ , and  $z$  are consecutive integers not necessarily in order and only  $x$  is even.

17.

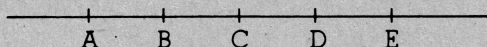
 $xy$  $yz$ 

The giant-size box of a soap costs \$2.49, and the family-size box, which contains 100 grams less, costs \$1.80.

18. Price per gram of the soap in the giant-size box

Price per gram of the soap in the family-size box

19.

 $(\sqrt{96})^2$  $\sqrt{2^{14}}$ 

C is the midpoint of segments AE and BD.

20.

AB

CD

21. Distance traveled by a car at a speed of 90 kilometers per hour

Distance traveled by a car at a speed of 100 kilometers per hour

$$\frac{a}{4} = \frac{4}{a}$$

$$a < 0$$

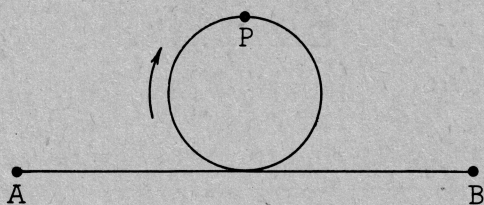
22.

 $\frac{a}{4}$ 

-1

A circular region of radius 1 has circumference  $C$  units and area  $S$  square units.

23.

 $C$  $S$ 

The wheel above starts with A and P coincident and rolls forward without slipping until B and P are coincident.

24. Distance traveled by P

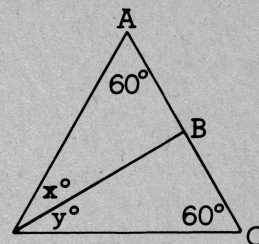
Distance from A to B

Column A

Column B

25. The number of primes of which 210 is an integer multiple

The number of primes of which 385 is an integer multiple



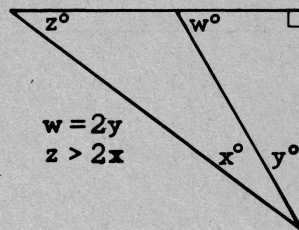
26.

AB

BC

For all  $x$ ,  $x^2 + 5x + 4 = (x + p)(x + q)$

27.

 $p + q$  $pq$ 

28.

 $x$  $y$ 

29.  $7 + 3 \cdot 10 + 4 \cdot 10^2 + 10^3$

1,437

30. Volume of a right circular cylinder with radius  $r$

Volume of a right circular cylinder with radius  $r + 1$

GO ON TO THE NEXT PAGE.



**Part B**  
(Suggested time—30 minutes)  
25 Questions

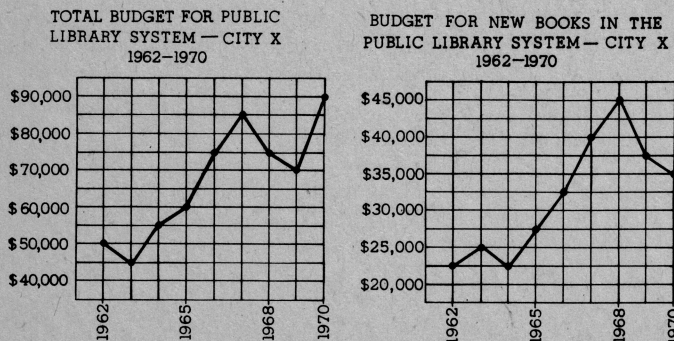
**Directions:** In this part solve each problem, using any available space on the page for scratchwork. Then indicate the best answer in the appropriate space on the answer sheet.

**Note:** Figures which accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that its figure is not drawn to scale. All figures lie in a plane unless otherwise indicated.

All numbers used are real numbers.

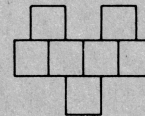
31.  $1.25 \times 0.40 =$   
(A)  $\frac{1}{2}$  (B)  $\frac{3}{4}$  (C)  $\frac{4}{5}$  (D) 1 (E) 2
32. If  $\frac{1}{2} + \frac{1}{3} + x = 1$ , then  $x =$   
(A)  $\frac{1}{6}$  (B)  $\frac{1}{5}$  (C)  $\frac{1}{3}$  (D)  $\frac{1}{2}$  (E)  $\frac{5}{6}$
33. If  $x = -5$ , then  $(x + 3)(x - 3) =$   
(A) -64 (B) -34 (C) 0 (D) 16 (E) 34
34. An entire bolt of cloth was cut into 6 equal pieces and all but 2 of the pieces were sold. Which of the following statements must be true?  
I.  $\frac{2}{3}$  of the bolt was sold.  
II. 4 sales were made.  
III. 4 of the pieces were sold.  
(A) I only (B) II only (C) III only  
(D) I and II (E) I and III
35. If  $a, b, c$ , and  $d$  are real numbers, each of the following equals  $a(bcd)$  EXCEPT  
(A)  $(ab)(cd)$  (B)  $d(abc)$  (C)  $(ab)(ac)(ad)$   
(D)  $dcba$  (E)  $(da)(cb)$

Questions 36–38 refer to the following graphs.

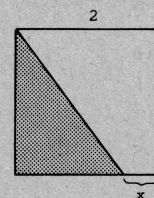


36. What was the greatest increase in the total amount budgeted for the public library system in any year?  
(A) \$5,000 (B) \$10,000 (C) \$15,000  
(D) \$20,000 (E) \$25,000

37. For how many years was the budget for new books less than 50 percent of the total budget?  
(A) Three (B) Four (C) Five  
(D) Six (E) Seven
38. In 1970, the amount budgeted for other library expenses was how much greater than the amount budgeted for new books?  
(A) \$20,000 (B) \$25,000 (C) \$35,000  
(D) \$50,000 (E) \$55,000
39. If the ratio of students to teachers passing physical fitness tests in a school is 3 to 1, what percent of the people passing the physical fitness tests are students?  
(A) 25% (B) 30% (C)  $33\frac{1}{3}\%$   
(D) 75% (E) 300%
40. A car left Eureka at 10:21 a.m. and arrived in Doakville, 100 miles away, at 1:06 p.m. the same day. What was the average speed of the car on this trip?  
(A)  $\frac{400}{7}$  m.p.h. (B)  $\frac{1200}{29}$  m.p.h. (C) 40 m.p.h.  
(D)  $\frac{240}{7}$  m.p.h. (E)  $\frac{400}{11}$  m.p.h.



41. If the design above is made of squares each of side 1, what is its perimeter?  
(A) 15 (B) 16 (C) 17 (D) 19 (E) 22

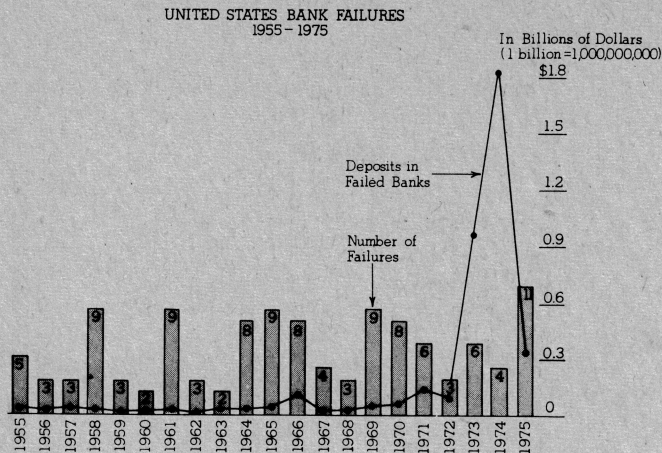


42. In the square with side 2 above, the ratio  $\frac{\text{area of shaded region}}{\text{area of unshaded region}} =$   
(A)  $\frac{2-x}{8}$  (B)  $\frac{2-x}{2+x}$  (C)  $\frac{1}{2}$   
(D)  $\frac{2}{2-x}$  (E)  $\frac{4}{2+x}$
43. Which of the following fractions written in the form  $\frac{\square}{\Delta}$  can be most nearly approximated by the decimal fraction  $0.\square\Delta$  where  $\square$  is the tenths digit and  $\Delta$  is the hundredths digit?  
(A)  $\frac{3}{8}$  (B)  $\frac{4}{7}$  (C)  $\frac{5}{6}$  (D)  $\frac{2}{3}$  (E)  $\frac{1}{2}$

**GO ON TO THE NEXT PAGE**



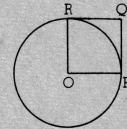
Questions 44-50 refer to the following graph.



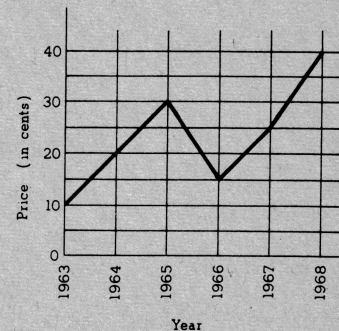
44. For how many of the years shown were there fewer than five bank failures?  
(A) 17 (B) 11 (C) 10 (D) 9 (E) 6
45. Of the following four-year periods, in which were there the fewest bank failures?  
(A) 1956 through 1959 (B) 1960 through 1963  
(C) 1964 through 1967 (D) 1968 through 1971  
(E) 1972 through 1975
46. Approximately what was the average (arithmetic mean) deposit in the banks that failed in 1975?  
(A) \$3,000,000 (B) \$6,000,000 (C) \$11,000,000  
(D) \$30,000,000 (E) \$60,000,000
47. Of the following years, the greatest percent increase in the number of bank failures was from  
(A) 1957 to 1958 (B) 1960 to 1961 (C) 1965 to 1966  
(D) 1973 to 1974 (E) 1974 to 1975
48. For how many years shown were total deposits in failed banks greater than \$0.3 billion?  
(A) 2 (B) 3 (C) 4 (D) 11 (E) 19
49. The ratio of the total amount of deposits in failed banks in 1973 to the corresponding figure in 1972 was approximately  
(A)  $\frac{10}{1}$  (B)  $\frac{9}{2}$  (C)  $\frac{3}{1}$  (D)  $\frac{2}{1}$  (E)  $\frac{3}{2}$

50. Which of the following statements can be inferred from the graph?

- I. There was an average of fewer than eight failures per year from 1955 to 1975 inclusive.  
II. From 1974 to 1975, total dollars in deposits in failed banks decreased, but the number of failed banks increased.  
III. The combined amount of deposits in the banks that failed in 1973 and 1974 was greater than that of all the banks that failed in the other years shown.
- (A) I only (B) III only (C) I and II only  
(D) I and III only (E) I, II, and III



51. In the circle with center O shown above, if arc RP has length  $3\pi$ , then the perimeter of square OPQR is  
(A) 12 (B)  $6\pi$  (C) 24 (D) 36 (E)  $12\pi$
52. If the ratio of x to y is 4 times the ratio of y to x, then  $\frac{x}{y}$  could be  
(A)  $\frac{1}{4}$  (B)  $\frac{1}{2}$  (C) 2 (D) 4 (E) 8



53. The graph in the figure above shows the yearly prices (in cents) of a certain commodity for the period 1963-1968. For which one-year period was the percent increase in the price the greatest?  
(A) 1963-1964 (B) 1964-1965 (C) 1965-1966  
(D) 1966-1967 (E) 1967-1968
54. If t and t + 10 are the degree measures of two angles of a right triangle, then the possible values of t are  
(A) 30 and 50 (B) 30 and 60 (C) 40 and 50  
(D) 40 and 80 (E) 70 and 80
55. The diagonal of a rectangular tract of land is  $3\frac{1}{4}$  kilometers. The longer side is 3 kilometers. What is the area of the tract in square kilometers?  
(A) 39 (B) 15 (C)  $\frac{39}{4}$  (D)  $\frac{17}{4}$  (E)  $\frac{15}{4}$

**STOP**

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON PARTS A AND B OF THIS SECTION ONLY.  
DO NOT WORK ON ANY OTHER SECTION IN THE TEST.



**SECTION III**  
**Time—25 minutes**  
**40 Questions**

*Directions:* For each set of questions, a fact situation and a result are presented. Several numbered statements follow the result. Each statement is to be evaluated in relation to the fact situation and result.

Consider each statement separately from the other statements. For each one, examine the following sequence of decisions, in the order A, B, C, D, E. Each decision results in selecting or eliminating a choice. *The first choice that cannot be eliminated is the correct answer.*

- A Is the statement *inconsistent* with, or contradictory to, something in the fact situation, the result, or both together?  
If so, choose A.  
If not,
- B Does the statement present a *possible adequate explanation* of the result?  
If so, choose B.  
If not,
- C Does the statement have to be true if the fact situation and result are as stated?  
If so, the statement is *deducible* from something in the fact situation, the result, or both together; choose C.  
If not,
- D Does the statement either support or weaken a possible explanation of the result?  
If so, the statement is *relevant* to an explanation; choose D.  
If not,
- E If not, the statement is *irrelevant* to an explanation of the result; choose E.

Use common sense to decide whether explanations are adequate and whether statements are inconsistent or deducible. No formal system of logic is presupposed. Do not consider extremely unlikely or remote possibilities.

*Set 1*

**Situation:** As far back as anyone can remember, logs were floated down the river every year in the summer months to the lumber mills in the southern part of the state of Quinnipiac. Even old-timers like eighty-year-old Bob, who had been in the lumber business all his life, thought that was the best way. In recent years, however, the river has become polluted with the insecticide sprayed on the trees, and environmentalists have observed that the insecticide is fatal to fish in the river. Environmentalists, determined to stop pollution of water, air, and land, campaigned vigorously to have the lumber industry use some other means of transportation. In 1975, for the first time, the logs were sent south by truck.

**Result:** Air pollution in the area increased.

1. The river flows into the ocean within five miles of the lumber mills.

2. So many trucks were needed to transport the logs that the air became polluted from their exhaust fumes.
3. In 1974, the logs were floated down the river.
4. Before 1975, there were fish killed by the insecticide in the river.
5. The environmentalists' primary complaint, prior to 1975, concerned the level of air pollution near the river.
6. Because gasoline-powered saws were used to cut logs into smaller pieces that could be carried by truck, the amount of sawdust and fumes in the air increased.
7. When the logs were floated down the river, the insecticide got into the water.
8. Once the river was no longer filled with logs, it became popular for motorboating, and the exhaust from the motorboats polluted the air.
9. The river flows south to north for its entire length.
10. By 1975, pollution control devices were required by the state of Quinnipiac for all motor vehicles.

*Set 2*

**Situation:** After serving two terms in the state legislature, Joan Deeker decided to devote more time to writing. However, she knew that it would be difficult to find a job related to politics that would provide both sufficient income and time to write. Since leaving college, she had constantly been involved in politics, first in city elections and then in her own campaigns. She had introduced a number of liberal social programs and was popular with voters. Since she was likely to win if she ran again, she was also concerned that her not running might hurt her party. When she learned that an appointment in political science at a local university was going to be offered to her and that Louise Jones, a highly qualified candidate, was willing to run in her place, she announced her decision not to run for reelection.

**Result:** That fall, Joan ran for election to her third successive four-year term in the state legislature.

11. The leaders of Joan's party convinced her that she could best serve the party by remaining in the legislature and devoting some of the time she had spent on committee work to writing her book.
12. The university appointment in political science was a special one intended to bring people with practical rather than academic experience to the university.

**GO ON TO THE NEXT PAGE**



13. Joan's last two terms in the legislature had been separated by a period of eight years.
14. When Joan learned that her teaching schedule at the university would allow little time for writing, she decided to run for reelection.
15. Prior to the election, Louise Jones suffered serious business reverses.
16. Louise Jones pleaded guilty to charges of tax evasion, and the leaders of the party convinced Joan that she was the only candidate who could win the election.
17. Joan's social legislation had passed by a wide majority.
18. Joan's decision not to seek reelection was based on her personal goals.
19. The state constitution did not prohibit members of the state legislature from running for more than two terms.
20. An organization of teachers had sent an investigating committee to the local university to look into charges that the university's policies governing academic freedom were repressive.

#### Set 3

**Situation:** At least once each summer during the ten years since their house had been built, Thelma and Raymond Ashe discovered an inch or two of water in their basement after severe storms. They also found that one wall of the basement was damp. Although the damage was never serious, the Ashes worried about the potential for damage if a major storm should lead to more severe flooding. Therefore, they had a waterproofing compound applied to the cement walls and floor of the basement, with extra attention to cracks and holes. Then they had extra concrete added to the outer walls of the foundation. Finally, they had a trench dug around the house and out from it to carry water away from the foundation.

**Result:** During a torrential rain lasting three days, the basement remained dry, but the house and basement shifted, and the house almost collapsed.

21. The weather bureau, in predicting the storm, had underestimated its severity.
22. During the storm, water pressure on the outside of the cellar walls forced water into the basement through a crack that was only partially filled with waterproofing.
23. The trench was not lined with paving or concrete.
24. A storm such as the three-day rain was likely to occur in the area only once every fifty years.
25. Water carried away from the house by the trench eroded a portion of a hillside just below the house and caused a landslide.
26. Either the waterproofing or the extra concrete sealed the place or places where water had previously entered the basement.

27. The waterproofing and concrete reinforcement made the house, which was undermined by water, into an unstable boat.
28. The soil in which the cellar was built was sandy.
29. A creek near the Ashes' house overflowed at a curve and flooded a low-lying area just below the house.

#### Set 4

**Situation:** The aircraft carrier USS Hornet was about to begin launching aircraft off the coast of Virginia under conditions of excellent visibility and calm seas. In order to take full advantage of the slight wind, its captain decided to turn right 40 degrees to head his ship directly into the wind. Hornet's aircraft rescue escort, the destroyer USS Johnson, was at the time steaming on a parallel course 500 yards to the right of Hornet. If Hornet turned 40 degrees to the right without changing speed and Johnson maintained its present course and speed, the two ships would definitely collide. At the appropriate time, Hornet began its turn and signaled Johnson to maneuver to get out of its way. To avoid collision, Johnson's captain ordered that the engines of his ship be slowed down to reduce Johnson's speed by 10 knots.

**Result:** Hornet turned right, rammed the smaller Johnson, and crushed that ship's left side.

30. Johnson's captain ignored the signal from Hornet.
31. In issuing his orders, Johnson's captain failed to take into account the time lag between slowing the engines and reducing the speed of the ship, so that his orders, though carried out, were ineffectual.
32. When their courses were parallel, both ships were heading due north.
33. Because its captain's orders concerning the speed of the engines were misunderstood, Johnson did not slow down.
34. Most ship collisions occur under conditions of low visibility.
35. The wind, pushing both ships from the rear, had a greater effect on the larger Hornet and increased its speed.
36. In order to avoid a previously unnoticed small boat, Hornet's captain ordered a sharper right turn than he had at first intended to make and by doing so nullified the effect of Johnson's change in speed.
37. Some experienced engine-room personnel from Johnson had been left in port for special training.
38. Hornet's change of course was intended to facilitate the launching of aircraft.
39. Johnson's captain always spoke in a loud, clear voice.
40. Johnson's captain had had five previous destroyer commands.

#### STOP



**SECTION IV**  
**Time—25 minutes**  
**30 Questions**  
**Part A**  
**(Suggested time—6 minutes)**  
**15 Questions**

*Directions:* In this part, you are to choose from five diagrams the one that illustrates the relationship among three given classes better than any of the other diagrams offered.

There are three possible relationships between any two different classes:



indicates that

one class is completely contained in the other, but not vice versa.



indicates that

neither class is completely contained in the other, but the two do have members in common.



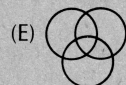
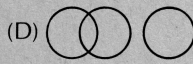
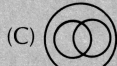
indicates that

there are no members in common.

*Note:* The size of the circles does *not* indicate relative size of the classes.

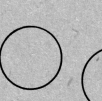
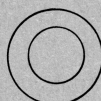
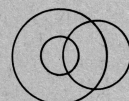
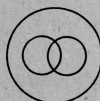
*Example:*

Birds, robins, trees



The correct answer, (A), shows that one of the classes (trees) has no members in common with the other two. (No trees are either birds or robins, and no birds or robins are trees.) (A) also shows that one of the two remaining classes (robins) is completely included in the other class (birds).

Questions 1–7 are based on the following diagrams.



1. Cacti, plants, minnows

2. Married women, females, clerical workers

3. Dishonest persons, males, doctors

4. Owls, ravens, feathered creatures

5. Lions, sparrows, birds

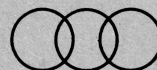
6. Musicians, violinists, ice hockey fans

7. People, dentists, Americans

Questions 8–15 are based on the following diagrams.



(A)



(B)



(C)



(D)



(E)

8. Males, females, girls

9. Waitresses, uncles, bird-watchers

10. Sharks, mackerel, creatures that live in water

11. Students who play in a band, tenth graders, candidates for student government office

12. Gliders, engine-powered craft, motorboats

13. Scientists, moviegoers, biologists

14. Biplanes, airplanes, supersonic jetliners

15. People who work with wood, carpenters, sculptors

**GO ON TO THE NEXT PAGE**



**Part B**  
**(Suggested time—19 minutes)**  
**15 Questions**

*Directions:* Each question or group of questions is based on a passage or set of statements. In answering some of the questions it may be useful to draw a rough diagram. Choose the best answer for each question and blacken the corresponding space on your answer sheet.

**Questions 16–17**

In order to remodel her house, Joan has hired a plumber, a brickmason, an electrician, and a painter.

The plumber is available only on Monday morning, all day Tuesday, and on Wednesday afternoon.

The brickmason is available only on Monday afternoon, Wednesday morning, and all day Friday.

The electrician is available only all day Wednesday, Thursday, and Friday.

The painter is available only all day Tuesday and on Friday morning.

16. One of the workers asks to spend an entire day working alone in the house. Joan can grant this request, without losing any of another worker's available time, if the worker making the request is the

(A) plumber and the day is Monday.  
(B) painter and the day is Tuesday  
(C) plumber and the day is Wednesday  
(D) electrician and the day is Thursday  
(E) brickmason and the day is Friday

17. The painter will need only half a day to do the job required, but cannot begin until all the other workers have finished. If the work begins on Monday, what is the earliest possible time the painter could begin?

(A) Tuesday afternoon  
(B) Wednesday morning  
(C) Thursday afternoon  
(D) Friday morning  
(E) Friday afternoon

**Questions 18–20**

Recent studies which prove that one may induce violent behavior in rats by crowding them together lend support to the view that the rising rate of violent crime in the cities is the result of crowding.

18. The argument above makes which of the following assumptions?

I. Rising rates of violent crime are a national catastrophe.  
II. Conclusions about human behavior may be drawn from rat behavior.  
III. It is not inhumane to do psychological experiments on rats.

(A) I only (B) II only (C) III only  
(D) I and II only (E) I and III only

19. The argument would be strengthened by pointing out that

(A) rats are often a serious health problem in the city  
(B) controversy exists over how to compute crime figures  
(C) only one breed of rat was tested in the studies  
(D) nonviolent crime is also on the rise  
(E) a similar study of elephants produced a similar result

20. The argument would be weakened by pointing out that
- (A) the urban crime rate has increased whereas crowding has decreased  
(B) a blue-ribbon commission has been studying the causes of violence  
(C) numerous independent studies confirmed the effects of crowding on rats  
(D) many crimes are not reported to the police  
(E) government rat-control measures have become increasingly effective

**Questions 21–23**

- (1) Two men (George and Dave) and four women (Betsy, Ann, Ellen, and Carla) are seated around a circular table with ten seats.  
(2) No two people of the same sex are sitting in adjacent seats.  
(3) Carla sits next to George.  
(4) Ellen sits between George and Dave and next to each of them.  
(5) There is an empty seat next to Dave.  
(6) There are fewer than three empty seats between Betsy and Ann.

21. Which of the six statements repeats information available elsewhere in the set of statements?

(A) (2) (B) (3) (C) (4) (D) (5) (E) (6)

22. If the number of empty seats between Ann and the next person on her right is added to the number of empty seats between Ann and the next person on her left, the sum must be either

(A) one or two (B) one or three (C) two or three  
(D) two or four (E) three or four

23. Leonora takes a seat at the table, and she does not sit next to another woman. If no one has moved to accommodate her, it must be true that

(A) Leonora sits next to Dave  
(B) Leonora sits next to George  
(C) there is one empty seat between Leonora and Ann  
(D) there is one empty seat between Leonora and Betsy  
(E) there are two empty seats between Ann and Betsy

**Questions 24–25**

If people continue to reproduce at their present rate, the earth's population will double in 35 years. Therefore, it is not enough for us in the United States to keep our population from growing; we must decrease our birth rate.

24. The argument above is based on the assumption that

(A) the present world population is at an optimum size  
(B) most Americans are anxious to decrease the birth rate  
(C) government regulation of population growth is inevitable  
(D) doubling the earth's population is undesirable  
(E) the population explosion is unmanageable



25. The argument presented would be strongest if it were true that
- (A) the birth rate in the United States has been steadily rising
  - (B) infant mortality in the United States has been steadily decreasing
  - (C) a drop in the birth rate of the United States would significantly affect world population
  - (D) the United States has already decreased its population more than has any other country in the world
  - (E) the population of the United States has doubled in the past 35 years

Questions 26–30

Professor Green is choosing a four-member research team from graduate students F, G, and H and undergraduate students W, X, Y, and Z.

There are to be at least two graduate students on the team.

Student F refuses to work with student Y.

Student G refuses to work with student W.

Student Y refuses to work with student Z.

26. If student Y is chosen, which of the following must be the other members of the research team?
- (A) F, G, and X    (B) G, H, and W    (C) G, H, and X
  - (D) G, H, and Z    (E) H, W, and X
27. If student Z is chosen and student F is rejected as a member of the research team, which of the following must be the members of the research team?
- (A) G, H, W, and Z    (B) G, H, X, and Z
  - (C) G, H, Y, and Z    (D) G, X, Y, and Z
  - (E) H, W, X, and Z

28. If student G is chosen and student H is rejected as a member of the research team, which of the following statements must be true?

- I. Student X is chosen.
- II. Student Z is chosen.

- (A) I only    (B) II only    (C) Either I or II but not both
- (D) Both I and II    (E) Neither I nor II

29. Which of the following must be true?

- I. Students W and Y never work together.
- II. Students X and Y always work together.
- III. If student W works, student H works.

- (A) I only    (B) I and II only    (C) I and III only
- (D) II and III only    (E) I, II, and III

30. Which of the following must be true?

- I. If student F works, student Z works.
- II. If student F does not work, student W does not work.
- III. If student F does not work, student H works.

- (A) I only    (B) III only    (C) I and II only
- (D) I and III only    (E) II and III only

**STOP**

IF YOU FINISH BEFORE TIME IS CALLED YOU MAY CHECK YOUR WORK ON  
PARTS A AND B OF THIS SECTION ONLY.  
DO NOT WORK ON ANY OTHER SECTION IN THE TEST.



## How to Score Your Sample Aptitude Test

Your answers to the test questions will yield "raw" verbal, quantitative, and analytical ability scores directly, and these raw scores may be converted to GRE "scaled" score ranges.

To determine your raw scores on the sample test, compare your answer sheet with the answer key on page 47 and count the number of right and wrong responses in each section. Tally Part A and Part B of Section II separately. There is no need to count the questions you omitted because they do not affect your scores.

The verbal section of the test, Section I, provides five optional answers for each question, and the raw score is the number of right answers minus one-fourth of the number of wrong answers. For example, if you had 49 right responses and 17 wrong responses in Section I, your raw verbal ability score would be 49 minus one-fourth of 17 or 44.75, which rounds to 45, the nearest whole number. Sections III and IV are also five-response sections, and raw scores are computed by the formula used for Section I.

Computing your raw quantitative ability score will be slightly more complicated because Part A of the quantitative section, Section II, is a four-response section—that is, only four optional answers for each question are provided, instead of five. Hence, the raw score for Part A is the number of right answers minus one-third of the number of wrong answers. In Part B, five optional answers are provided for each question, and so it is scored in the same manner as Sections I, III, and IV. Add the unrounded raw scores on Parts A and B together and then round to obtain your total quantitative ability raw score.

For example, suppose you had 10 of the 30 four-choice questions in Part A right and 10 wrong, your raw score for Part A would be 10 minus one-third of 10, or 6.67. Suppose you answered 12 of the 25 five-choice questions of Part B correctly and gave wrong answers to 5 questions; your raw score for Part B would be 12 minus one-fourth of 5, or 10.75. Your total raw quantitative ability score would be 6.67 plus 10.75, or 17.42, which rounds to 17.

Use the table at right to find the ranges of GRE scaled scores that correspond to your three raw scores. Thus, the raw verbal ability score of 45 (in the above example) corresponds to a scaled score range of 530 to 570 and the raw quantitative ability score of 17 to a scaled score range of 380 to 440. Note that the analytical ability scaled score range is obtained from the table, using the *sum* of the raw scores for Sections III and IV.

When you take the GRE Aptitude Test, your scores are likely to differ from the scores you obtained on the sample test. Individuals

perform at different levels at different times for reasons unrelated to the test itself. In addition, test scores may differ because sample test conditions can at best only imperfectly simulate the conditions that will prevail in an actual test administration.

After you have scored your sample test, analyze your performance with a view to improving your performance on the Aptitude Test you will actually take in the future:

- Did the time you spent reading directions make serious inroads on the time you had available for answering questions? If you become thoroughly familiar with the directions in the sample test, you will be able to spend less time reading directions in the actual test.
- Did you run out of time before you reached the end of a section? If so, could you pace yourself better in the actual test? Remember, not everyone finishes all sections and that accuracy is also important.
- Look at the specific questions you missed. In which ones did you suffer from lack of knowledge? Faulty reading of the question? Faulty reasoning? Awareness of causes of error may enable you to avoid some errors when you actually take the Aptitude Test.

GRE Sample Aptitude Test Conversion Table*			
Raw Score	Verbal	Quantitative	Analytical
76-80	810-870		
71-75	770-820		
66-70	730-780		730-810
61-65	690-740		690-780
56-60	650-700		650-740
51-55	610-660	790-880	610-710
46-50	570-610	730-820	570-680
41-45	530-570	670-760	520-650
36-40	490-530	620-690	480-610
31-35	440-500	560-630	440-570
26-30	400-460	500-570	400-530
21-25	360-420	440-500	360-490
16-20	320-380	380-440	320-440
11-15	280-340	320-380	270-400
6-10	240-300	260-320	230-350
0-5	200-260	200-260	200-290

\* Approximately 99 percent of those taking recent forms of the Aptitude Test earned verbal, quantitative, and analytical ability scores below 770, 810, and 730 respectively.



# ANSWER KEY

## Section I

1. E	21. D	41. E	61. C
2. D	22. B	42. D	62. B
3. D	23. E	43. B	63. E
4. D	24. C	44. C	64. D
5. C	25. B	45. D	65. A
6. A	26. A	46. B	66. B
7. C	27. D	47. C	67. A
8. C	28. B	48. E	68. C
9. B	29. D	49. A	69. E
10. B	30. C	50. D	70. E
11. E	31. D	51. E	71. C
12. E	32. E	52. C	72. E
13. D	33. A	53. C	73. C
14. E	34. D	54. A	74. B
15. A	35. C	55. D	75. D
16. A	36. D	56. B	76. A
17. C	37. D	57. A	77. C
18. E	38. B	58. D	78. C
19. B	39. E	59. D	79. E
20. A	40. A	60. E	80. C

## Section II

1. C	19. B	37. D
2. A	20. D	38. A
3. C	21. D	39. D
4. B	22. C	40. E
5. C	23. A	41. B
6. B	24. A	42. B
7. C	25. A	43. A
8. A	26. D	44. C
9. B	27. A	45. B
10. D	28. B	46. D
11. B	29. C	47. B
12. B	30. D	48. B
13. D	31. A	49. A
14. C	32. A	50. E
15. A	33. D	51. C
16. C	34. E	52. C
17. D	35. C	53. A
18. D	36. D	54. D
		55. E

## Section III

1. E	21. E
2. B	22. A
3. C	23. D
4. E	24. C
5. A	25. B
6. B	26. C
7. C	27. B
8. B	28. D
9. A	29. D
10. D	30. A
11. B	31. B
12. E	32. E
13. A	33. B
14. B	34. E
15. D	35. A
16. B	36. B
17. E	37. D
18. C	38. C
19. C	39. D
20. D	40. D

## Section IV

1. D	16. D
2. C	17. D
3. E	18. B
4. B	19. E
5. D	20. A
6. C	21. E
7. A	22. C
8. E	23. A
9. B	24. D
10. C	25. C
11. D	26. C
12. E	27. B
13. A	28. D
14. C	29. C
15. A	30. E



# GUIDELINES FOR THE USE OF GRE SCORES

These Guidelines have been prepared to provide information about appropriate score use for those who set criteria for admission and interpret scores and to protect students from unfair decisions based on inappropriate uses of scores.

The Guidelines are based on several policy and psychometric assumptions:

- The GRE Board has an obligation to inform users of the scores' strengths and limitations and users have a concomitant obligation to use the scores in the most appropriate manner.
- The purpose of using any testing instrument, including the GRE, is to provide information to assist in making decisions; the GRE tests should not be presumed to be decision makers.
- A GRE test score is but one of a number of sources of information and should be used, whenever possible, in combination with other information and, in every case, with full recognition of what the test can and cannot do.

A GRE test's primary asset is that it provides a common measure, with known reliability, validity, and descriptive statistics for evaluating the academic skills of many individuals. A GRE test has two primary limitations: (1) It does not and cannot measure all the qualities important for undergraduate achievement, graduate study, and other pursuits whether in education, careers, or other areas of experience, and (2) it has psychometric limitations: score differences must be greater than the standard error of measurement of score differences to reliably indicate real differences in performance. Such limitations should be taken into consideration as the test scores are used.

More information about each of the points covered by these guidelines may be found in the *Guide to the Use of the Graduate Record Examinations*.

## GUIDELINES FOR REQUIRING OR RECOMMENDING GRE SCORES

### 1. Establish the Relationship between GRE Scores and Their Intended Use

Whenever possible, an institution, department, or fellowship sponsor should collect and analyze data on its own target population to determine the predictive validity of GRE scores and their appropriateness for use in the particular circumstances of the user. GRE scores should be required or recommended only when there is a known relationship between the scores and actual performance in the user school or department or in similar schools or departments.\*

\*It should be noted that any information used in making admissions decisions should be considered with the same caution that applies to GRE scores. Undergraduate records, for example, are not always good indicators of success in some graduate departments and recommendations are often not reliable.

### 2. Review Test Content

A GRE Advanced Test score should be required or recommended only after a careful review of test content has indicated that the test measures knowledge or skills that are clearly appropriate and important for admission into the graduate program. (Request forms for borrowing confidential inspection copies of tests may be obtained from the GRE office in Princeton.)

### 3. Recognize Test Limitations

A GRE score should be required or recommended only if the limitations of the test that produces the score are known and considered. Such limitations are discussed in the sections on "Reliability" and "Standard Error of Measurement" in the *GRE Guide*.

### 4. Recognize Limitations of Scores Earned on Tests Taken Under Special Conditions

Depending upon the nature and extent of disability, a handicapped student's scores may not reflect educational achievement fully; and in addition, the GRE Program is not able to provide appropriate interpretive data for scores earned in nonstandard administrations of the tests. If scores are required of handicapped students, it is particularly important that they be used as only one of several criteria in the admissions process. The incapacitating nature of some students' disabilities may make it advisable to waive GRE score requirements.

## GUIDELINES FOR USING GRE SCORES

### 1. Use Multiple Criteria

GRE scores should be used as only one of several criteria for evaluation and should not in any case be used as the sole criterion. Other sources of information should also be used in the admissions process.

### 2. Use Cutoff Scores Cautiously

Cutoff scores (scores below which no applicants will be considered) should be used only if all of the following are true:

- a. Consideration has been given to permitting alternative requirements (such as either a minimum V, Q, or A score on the GRE Aptitude Test or a minimum grade-point average during undergraduate study).
- b. Choice of the particular cutoff score is based on a carefully formulated rationale such as clear evidence that scorers above the cutoff perform better in the institution than those below it.
- c. No race, sex, ethnic, or religious group is thereby systematically excluded in the face of other evidence that would predict success.



### 3. Establish Score Weights Empirically

If a composite Aptitude Test score requirement is to be used, the weights assigned to each score should be set only after empirical study or considered deliberation by qualified experts. Generally speaking, an arbitrarily selected composite-score standard will be inappropriate.

### 4. Avoid Comparisons Across Tests

- a. Ordinarily, Advanced Test scores should be compared only with other scores on the same Advanced Test.\* (For example, a 450 in Biology is not equivalent to a 450 in French.)
- b. Percentile ranks should be compared only if they are based on the same reference group.

### 5. Ignore Small Score Differences

Distinctions should be made among students on the basis of scores only when differences in their scores exceed the standard error of measurement for score differences of the test under consideration.\*\*

## APPROPRIATE USES

(Provided all applicable guidelines are adhered to)

### Aptitude Test or Advanced Tests or Both

#### 1. Selection of Applicants for Graduate School

Both types of test are suitable.

#### 2. Selection of Fellowship Applicants for Awards

Both types of test are suitable.

#### 3. Guidance and Counseling

Both types of test are suitable. The Advanced Tests that provide subscores may be particularly useful for this purpose.

### Advanced Tests Only

#### 4. Evaluation of the Effectiveness of an Undergraduate Program

Provided the content of the test is carefully examined for appropriateness to the program's goals and students' backgrounds,

#### 5. Evaluation of the Effectiveness of a Master's Program

Provided the content of the test is carefully examined for appropriateness to the program's goals and students' backgrounds.

### 6. Requirement for Conferral of a Degree

Provided that failure to exceed a cutoff score is not used to prevent conferral when other evidence, such as grades earned in courses, is available.

### 7. Credit by Examination at the Undergraduate Level

Provided some other evidence of achievement is available. Because of their length, content, and primary purpose, GRE Advanced Tests are, generally speaking, too broad and extensive to be appropriate as examinations in place of single, specific courses. If they are to be used to generate multiple credits for a range of courses (for example, American and European History), independent evidence for study or knowledge (for example, completed course work in one or two courses) is desirable.

### 8. Senior Comprehensive Examination at the Undergraduate Level

Provided the content of the test is carefully examined for appropriateness to the program's goals and students' backgrounds. In addition, if used as part of a requirement for a degree, see #6.

### 9. Comprehensive Examination for Advancement to Candidacy in a Master's Program

Provided some other evidence of performance, particularly grades in graduate study, is given appropriate weight.

### 10. Comprehensive Examination for Advancement to Candidacy in a Doctoral Program

Provided the content of the test is carefully examined for appropriateness to the program's goals and students' backgrounds.

## INAPPROPRIATE USES

### Aptitude Test

#### 1. Requirement for Conferral of Degree, Credit by Examination, Advancement to Candidacy, or Any Noneducational Purpose

The GRE Aptitude test is designed to measure broadly defined verbal, quantitative, and analytical skills and to predict graduate school success. The use of the Aptitude Test for any purpose other than selection for graduate study or fellowship award is inappropriate.

### Advanced Tests

#### 2. Noneducational Purposes

The Advanced Tests have been validated only for educational uses, and use of the tests for noneducational purposes is inappropriate. For example, the tests should not be used as a measure of native intelligence, or as an indication of personal characteristics, such as creativity, nor should they be used to assess competency for licensure or certification, or for employment purposes, e.g., selection, promotion, or tenure.

\*If such across-test comparisons seem unavoidable (in the case of fellowship sponsors, for example), special advice should be sought from ETS concerning the best method for approximating a fair comparison.

\*\*See page 17 for definition of "standard error of measurement."



# TEST CENTER LIST (for Item 11)

The regular domestic and foreign test centers available on each test date are indicated below by small squares (□) in the test date columns. A blank space means that the center has not been established for that date at the time of publication of this Bulletin.

Testing facilities at these centers are open to all properly registered candidates regardless of race, color, creed, or national origin. In appropriate circumstances, a nonlisted center may be provided; see "Supplementary Test Centers" in the Supplementary Registration Instructions on page 9.

Oct. 18, 1980	Dec. 13, 1980	Feb. 7, 1981	Apr. 25, 1981	Jun. 13, 1981	Oct. 18, 1980	Dec. 13, 1980	Feb. 7, 1981	Apr. 25, 1981	Jun. 13, 1981	Oct. 18, 1980	Dec. 13, 1980	Feb. 7, 1981	Apr. 25, 1981	Jun. 13, 1981	Oct. 18, 1980	Dec. 13, 1980	Feb. 7, 1981	Apr. 25, 1981	Jun. 13, 1981
<b>ALABAMA</b>					<b>California (cont'd)</b>					<b>HAWAII</b>					<b>LOUISIANA</b>				
16800-7 Auburn, Auburn U.					19858-2 Santa Barbara, U. of Cal.					19033-2 Hilo, U. of Hawaii					17740-4 Baton Rouge, La. St. U.				
16801-5 Birmingham, Birmingham-Southern Coll.					19932-5 Santa Clara, U. of Santa Clara					19076-1 Honolulu, U. of Hawaii					17741-2 Baton Rouge, Southern U.				
16802-3 Florence, U. of N. Ala.					19920-0 Santa Cruz, U. of Cal.					19041-5 Kahului, Maui Comm. Coll.					17752-9 Eunice, La. St. U.				
16807-2 Hanceville, Wallace St. Jr. Coll.					19863-2 Santa Maria, Allan Hancock Coll.					19044-9 Lihue, Kauai Comm. Coll.					17743-8 Grambling, Grambling St. U.				
16804-9 Huntsville, U. of Ala.					19938-2 Stanford, Stanford U.										17757-8 Hammond, Southeastern La. U.				
16805-9 Jacksonville, St. U.					19901-0 Stockton, U. of the Pacific					<b>IDAHO</b>					17744-6 Lafayette, U. of Southwestern La.				
16821-3 Livingston, Livingston U.					19795-6 Thousand Oaks, Calif. Lutheran Coll.					19165-2 Boise, St. U.					17745-3 Lake Charles, McNeese St. U.				
16834-4 Mobile, Mobile Coll.										19161-1 Caldwell, Coll. of Idaho					17755-2 Monroe, Northeast La. U.				
16817-1 Mobile, U. of South Ala.					19898-8 Turlock, Cal. St. Coll., Stanislaus					19170-2 Moscow, U. of Idaho					17753-7 Natchitoches, Northwestern St. U.				
16834-6 Montgomery, Ala. St. U.										19185-0 Pocatello, Idaho St. U.					17761-0 New Orleans, St. Mary's Dominican Coll.				
16815-5 Montgomery, Auburn U.					<b>COLORADO</b>										17747-9 New Orleans, Tulane U.				
16808-0 Normal, Ala. A. & M. U.					19321-1 Alamosa, Adams St. Coll.					15001-3 Carbondale, Southern Ill. U.					17746-1 New Orleans, U. of N.O.				
16809-8 Talladega, Talladega Coll.					19310-4 Aspen, Colo. Mountain Coll.					15021-1 Carlisle, Blackburn Coll.					17760-2 Pineville, La. Coll.				
16812-2 Troy, St. U.					19340-1 Boulder, U. of Colo.					15002-1 Charleston, Eastern Ill. U.					17750-3 Ruston, La. Tech. U.				
16811-4 Tuskegee, Tuskegee Inst.					19327-8 Colorado Springs, Colo. Coll.					15004-7 Chicago, Ill. Inst. of Tech.					17751-1 Shreveport, Centenary Coll.				
16810-6 University (Tuscaloosa), U. of Ala.					19300-5 Colorado Springs, USAF Acad.					15025-2 Chicago, Northwestern U., Chicago Campus					17758-6 Thibodaux, Nicholls St. U.				
<b>ALASKA</b>					19326-0 Colorado Springs, U. of Colorado					15005-4 Chicago, U. of Chicago					<b>MAINE</b>				
19023-3 Anchorage, Comm. Coll.					19344-3 Denver, U. of Colo.					15017-9 Chicago, U. of Ill., Chicago Circle					14280-4 Brunswick, Bowdoin Coll.				
19018-3 Auke Bay, Auke Lake Camp, U. of Alaska					19353-4 Denver, U. of Denver										14290-3 Fort Kent, U. of Maine				
19014-2 Bethel, Kuskokwim Coll.					19385-6 Durango, Ft. Lewis Coll.					15022-9 DeKalb, Northern Ill. U.					14281-2 Goshen, U. of Maine				
19008-4 Fairbanks, U. of Alaska					19324-5 Ft. Collins, Colo. St. U.					15028-6 Edwardsville, Southern Ill. U.					14282-0 Lewiston, Bates Coll.				
19020-9 Ketchikan, Comm. Coll.					19394-8 Grand Junction, Mesa Coll.					15006-2 Evanston, Northwestern U.					14291-1 Loring, A.F.B.				
19003-5 Kodiak, Comm. Coll.					19325-2 Greeley, U. of Northern Colo.					15007-0 Galesburg, Knox Coll.					14289-5 Machias, U. of Maine				
19027-4 Naknek, Bristol Bay Borough H.S.					19378-1 Gunnison, Western St. Coll.					15008-8 Jacksonville, MacMurray Coll.					14283-8 Orono, U. of Maine				
19012-6 Nome, Northwest Comm. Coll.					19319-5 Pueblo, U. of Southern Colo.					15024-5 Kankakee, Olivet Nazarene Coll.					14284-6 Presque Isle, U. of Maine				
19019-1 Sitka, Sheldon Jackson Coll.					<b>CONNECTICUT</b>					15026-0 Lake Forest, Lake Forest Coll.					<b>MARYLAND</b>				
19028-2 Valdez, Prince William Sound Comm. Coll.					13010-6 Bridgeport, U. of Bridgeport					15023-7 Lisle, Ill. Benedictine Coll.					11363-1 Annapolis, U.S. Naval Acad.				
<b>ARIZONA</b>					13001-5 Danbury, West. Conn. St. Coll.					15018-7 Macomb, Western Ill. U.					11361-5 Baltimore, Johns Hopkins U.				
19270-0 Flagstaff, Northern Ariz. U.					13009-8 Fairfield, Fairfield U.					15010-4 Normal, Ill. St. U.					11375-5 Baltimore, Towson St. U.				
19286-6 Tempe, Ariz. St. U.					13002-3 Hartford, Trinity Coll.					15011-2 Peoria, Bradley U.					11372-2 Bel Air, Harford Comm. Coll.				
19274-2 Tucson, U. of Ariz.					13003-1 Middletown, Wesleyan U.					15012-0 Rockford, Rockford Coll.					11364-9 Catonsville, U. of Md. (Baltimore County)				
<b>ARKANSAS</b>					13005-6 New Haven, Southern Conn. St. Coll.					15013-8 Rock Island, Quad-Cities Grad. Study Ctr.					11362-3 College Park, U. of Md.				
17600-0 Arkadelphia, Henderson St. U.					13006-4 New Haven, Yale U.					15014-6 Springfield, Sangamon St. U.					11366-4 Frostburg, St. Coll.				
17610-9 Arkadelphia, Ouachita Baptist U.					13007-2 New London, Conn. Coll.					15015-3 Urbana, U. of Ill.					11386-2 Princess Anne, U. of Md., Eastern Shore				
17602-6 Conway, U. of Central Ark.					13008-0 Storrs, U. of Conn.					15016-1 Wheaton, Wheaton Coll.					11378-9 St. Mary's City, St. Mary's Coll.				
17603-4 Fayetteville, U. of Ark.					<b>DELAWARE</b>					<b>INDIANA</b>					11370-6 Salisbury, St. Coll.				
17607-5 Little Rock, U. of Ark.					11330-0 Newark, U. of Del.					14750-6 Bloomington, Ind. U.					<b>MASSACHUSETTS</b>				
17604-2 Magnolia, Southern Ark. U.					<b>DISTRICT OF COLUMBIA</b>					14764-7 Crawfordsville, WaBash Coll.					12681-5 Amherst, Amherst Coll.				
17601-8 Monticello, U. of Ark.					Washington:					14751-4 Evansville, U. of Evansville					12650-0 Amherst, U. of Mass.				
17605-9 Pine Bluff, U. of Ark.					11555-2 -American U.					14752-2 Ft. Wayne, Ind. Inst. of Tech.					12651-8 Boston, Simmons Coll.				
17608-3 Russellville, Ark. Tech. U.					11554-5 -Catholic U.					14753-0 Ft. Wayne, St. Francis Coll.					12652-6 Boston, St. Coll.				
17611-7 Searcy, Harding U.					11552-9 -Georgetown U.					14754-8 Goshen, Goshen Coll.					12653-4 Bridgewater, St. Coll.				
17606-7 State University (Jonesboro), Ark. St. U.					11550-3 -George Washington U.					14755-5 Greencastle, DePauw U.					12654-2 Cambridge, Harvard U.				
<b>CALIFORNIA</b>					11551-1 -Howard U.					14767-0 Hammond, Purdue U., Calumet Campus					12655-9 Cambridge, M.I.T.				
19654-5 Arcata, Humboldt St. U.					11556-0 -U. of D.C., Van Ness Campus					14756-3 Indianapolis, Butler U.					12656-7 Chestnut Hill, Boston Coll.				
19883-0 Bakersfield, Cal. St. Coll.					<b>FLORIDA</b>					14766-2 Muncie, Ball St. U.					12657-5 Fitchburg, St. Coll.				
19991-1 Berkeley, Armstrong Coll.					15701-8 Boca Raton, Fla. Atlantic U.					14759-7 Notre Dame, U. of Notre Dame					12658-3 Framingham, St. Coll.*				
19993-7 Berkeley, HS					15703-4 Coral Gables, U. of Miami					14758-9 Richmond, Earlham Coll.					12673-2 Lowell, U. of Lowell-South Campus				
19995-2 Berkeley, U. of Cal.					15720-8 Daytona Beach, Bethune-Cookman Coll.					14763-9 Terre Haute, Indiana St. U.					12659-1 Medford, Tufts U.				
19702-2 Calexico, S.D. St. Univ., Imperial Valley Campus					15704-2 DeLand, Stetson U.					14760-5 Valparaiso, Valparaiso U.					12676-5 Nantucket, H.S.				
19744-4 Carson, Cal. St. U. (Dominguez Hills)					15710-9 Ft. Myers, U. of So. Fla.					14757-1 West Lafayette, Purdue U.					12660-9 North Adams, St. Coll.				
19671-9 Chico, Cal. St. U.					15706-7 Ft. Pierce, Indian River Comm. Coll.										12661-7 Northampton, Smith Coll.				
19720-4 China Lake, U.S. Navy O.T.S.					15707-5 Gainesville, U. of Fla.					<b>IOWA</b>					12662-5 Salem, St. Coll.				
19833-5 Claremont, Claremont Graduate Sch.					15708-3 Jacksonville, Jacksonville U.					17200-9 Ames, Iowa St. U.					12663-3 S. Hadley, Mt. Holyoke Coll.				
19907-7 Davis, U. of Cal.					15731-5 Jacksonville, U. of North Fla.					17201-7 Cedar Falls, U. of Northern Iowa					12664-1 Springfield, Amer. Int'l. U.				
19744-4 Dominguez Hills, Cal. St. U. (Carson)					15717-4 Key West, Fla. Keys Comm. Coll.					17202-5 Decorah, Luther Coll.					12670-8 Wellesley, Wellesley Coll.				
19717-0 Edwards, AFB					15723-2 Lakeland, Fla. Southern Coll.					17203-3 Des Moines, Drake U.					12665-6 Williamstown, Williams Coll.				
19887-1 Fresno, Cal. St. U.					15702-6 Melbourne, Brevard Comm. Coll.					17204-1 Dubuque, Loras Coll.					12666-7 Worcester, Clark U.				
19768-3 Fullerton, Cal. St. U.					15724-0 Melbourne, Fla. Inst. of Tech.					17205-8 Fairfield, Maharishi Int'l. U.					12668-2 Worcester, Coll. of the Holy Cross				
19967-1 Hayward, Cal. St. U.					15725-7 Miami, Miami-Dade Comm. Coll. - S. Campus					17206-6 Grinnell, Grinnell Coll.					<b>MICHIGAN</b>				
19747-7 Irvine, U. of Cal.					15728-1 Naples, H.S.					17207-4 Iowa City, U. of Iowa					16414-7 Albion, Albion Coll.				
19726-1 La Jolla, U. of Cal., San Diego Campus					15719-0 Orlando, U. of Central Fla.					17210-8 Lamoni, Graceland Coll.					16400-6 Ann Arbor, U. of Mich.				
19836-8 La Verne, U. of La Verne					15709-1 Panama City, Gulf Coast Comm. Coll.					17209-0 Pella, Central Coll.					16420-4 Ann Arbor, Washtenaw Comm. Coll.				
19862-4 Lompoc, Vandenberg AFB					15718-2 Pensacola, U. of West Fla.										16401-4 Detroit, U. of Detroit				
19741-0 Long Beach, Cal. St. U.					15721-6 St. Leo, St. Leo Coll.					<b>KANSAS</b>					16402-2 Detroit, Wayne St. U.				
19770-9 Los Angeles, Cal. St. U.					15711-7 St. Petersburg, Eckerd Coll.					17881-6 Hays, Ft. Hays St. U.					16403-0 East Lansing, Mich. St. U.				
19761-8 Los Angeles, Loyola U.					15712-5 Sarasota, New Coll.					17882-4 Lawrence, U. of Kansas					16422-0 Grand Rapids, Baptist Coll.				
19809-5 Los Angeles, Occidental Coll.					15713-3 Tallahassee, Fla. St. U.					17883-2 Manhattan, Kans. St. U.					16418-8 Grand Rapids, Calvin Coll.				
19790-7 Los Angeles, UCLA					15714-1 Tampa, U. of South Fla.					17884-0 Pittsburg, St. U.					16404-8 Holland, Hope Coll.				
19783-2 Los Angeles, U. of Southern Cal					15716-6 Winter Park, Rollins Coll.					17885-7 Topeka, Washburn U.					16405-5 Houghton, Mich. Tech. U.				
19738-6 Malibu, Pepperdine U.					<b>GEORGIA</b>					17886-5 Wichita, Friends U.					16407-1 Kalamazoo, Western Mich. U.				
19922-6 Monterey, Peninsula Coll.					16112-7 Albany, St. Coll.					17891-5 Wichita, Wichita St. U.					16408-9 Marquette, Northern Mich. U.				
19799-8 Northridge, Cal. St. U.					16101-0 Athens, U. of Georgia					<b>KENTUCKY</b>					16409-7 Mt. Pleasant, Central Mich. U.				
19767-5 Orange, Chapman Coll.					16118-4 Atlanta, Atlanta U.					15917-0 Barbourville, Union Coll.					16421-2 Olivet, Olivet Coll.				
19840-0 Redlands, U. of Redlands					16103-6 Atlanta, Emory U.					15906-6 Bowling Green, Western Ky. U.					16413-9 Rochester, Oakland U.				
19841-8 Riverside, U. of Cal.					16111-9 Atlanta, Ga. St. U.					15915-4 Campbellsville, Campbellsville Coll.					16416-2 Sault Ste. Marie, Lake Superior St. Coll.				
19953-1 Rohnert Park, Sonoma St. U.					16102-8 Augusta, Augusta Coll.										16410-5 Traverse City, No. Western Mich. Coll.				
19914-3 Sacramento, Cal. St. U.					16119-2 Carrollton, West Ga. Coll.					15906-3 Danville, Ctr. Coll. of Ky.					16411-3 Ypsilanti, Eastern Mich. U.				
19842-6 San Bernardino, Cal. St. Coll.					16114-3 Columbus, Columbus Coll.					15905-5 Fort Campbell, Educ. Center					<b>MINNESOTA</b>				
19729-5 San Diego, S.D. St. U.					16104-4 Dahlonega, North Ga. Coll.					15907-1 Fort Knox, U. of Ky. Ctr.					17412-0 Bemidji, St. U.				
19728-7 San Francisco, Golden Gate U.					16124-2 La Grange, La Grange Coll.					15919-6 Frankfort, Ky. St. U.					17400-5 Collegeville, St. John's U.				



Oct. 18, 1980	Dec. 13, 1980	Feb. 7, 1981	Apr. 25, 1981	Jun. 13, 1981	Oct. 18, 1980	Dec. 13, 1980	Feb. 7, 1981	Apr. 25, 1981	Jun. 13, 1981	Oct. 18, 1980	Dec. 13, 1980	Feb. 7, 1981	Apr. 25, 1981	Jun. 13, 1981	Oct. 18, 1980	Dec. 13, 1980	Feb. 7, 1981	Apr. 25, 1981	Jun. 13, 1981	Oct. 18, 1980	Dec. 13, 1980	Feb. 7, 1981	Apr. 25, 1981	Jun. 13, 1981
<b>Minnesota (cont'd)</b>					<b>New York (cont'd)</b>					<b>OREGON</b>					<b>Texas (cont'd)</b>									
17411-2 Moorhead, St. U.					13157-5 Buffalo, St. U. Coll.					19594-3 Ashland, Southern Ore. St. Coll.					18514-2 El Paso, U. of Tex.									
17404-7 Morris, U. of Minn.					13158-3 Buffalo, SUNY					19570-3 Corvallis, Ore. St. U.					18515-9 Fort Worth, Tex. Christian U.									
17405-4 Northfield, Carleton Coll.					13159-1 Canton, St. Lawrence U.					19576-0 Eugene, U. of Ore.					18539-9 Hawkins, Jarvis Christian Coll.									
17406-2 Northfield, St. Olaf Coll.					13160-9 Clinton, Hamilton Coll.					19554-7 La Grande, Eastern Ore. St. Coll.					18516-7 Houston, Rice U.									
17414-6 St. Cloud, St. U.					13185-6 Cortland, St. U. Coll.					19542-2 Portland, St. Coll.					18517-5 Houston, U. of Houston									
17417-9 St. Paul, Hamline U.					13604-6 Flushing, Queens Coll.					19561-2 Salem, Willamette U.					18524-1 Houston, U. of Houston (Clear Lake City)									
17408-8 St. Peter, G. Adolphus Coll.					13184-9 Fredonia, St. U. Coll.					<b>PENNSYLVANIA</b>					18518-3 Huntsville, Sam Houston St. U.									
17409-6 Winona, St. Mary's Coll.					13189-8 Geneseo, St. U. Coll.					12001-6 Bethlehem, Lehigh U.					18521-7 Irving, U. of Dallas									
<b>MISSISSIPPI</b>					13161-7 Geneva, Hobart Coll.					12035-4 Bloomsburg, St. Coll.					18519-1 Kingsville, Tex. A. & I. U.									
16900-5 Cleveland, Delta St. U.					13605-3 Hempstead, Hofstra U.					12028-9 California, St. Coll.					18559-7 Laredo, Junior Coll.									
16901-3 Clinton, Miss. Coll.					13197-1 Highland Falls, Ladycliff Coll.					12002-4 Carlisle, Dickinson Coll.					18522-5 Lubbock, Tex. Tech. U.									
16902-1 Hattiesburg, U. of Southern Miss.					13163-3 Houghton, Houghton Coll.					12004-0 Easton, Lafayette Coll.					18558-9 Marshall, East Tex. Baptist Coll.									
16911-2 Holly Springs, Rust Coll.					13164-1 Ithaca, Cornell U.					12049-5 East Stroudsburg, St. Coll.					18523-3 Nacogdoches, Stephen Austin St. U.									
16914-6 Holly Springs, Miss. Ind. Coll.					13165-8 Ithaca, Ithaca Coll.					12005-7 Erie, Gannon U.					18540-7 Odessa, U. of Tex., Permian Basin									
16912-0 Itta Bena, Miss. Valley St. U.					13615-2 Jamaica, St. John's U.					12006-5 Gettysburg, Gettysburg Coll.					18534-0 Plainview, Wayland Baptist Coll.									
16910-4 Jackson, St. U.					13166-6 Loudonville, Siena Coll.					12055-2 Greensburg, Seton Hill Coll.					18571-2 Prairie View, A&M U.									
16903-9 Jackson, Millsaps Coll.					13193-0 New Paltz, St. U. Coll.					12007-3 Greenville, Thiel Coll.					18525-8 San Angelo, Angelo St. U.									
16908-8 Long Beach, U. of So. Miss., Gulf Park Campus					13606-1 New York, City Coll.					12008-1 Grove City, Grove City Coll.					18526-6 San Antonio, St. Mary's U.									
16913-8 Lorman, Alcorn St. U.					13607-9 New York, Columbia U.					12010-7 Indiana, Ind. U. of Pa.					18527-4 San Antonio, Trinity U.									
16907-0 Meridian, Meridian Jr. Coll.					13611-1 New York, NYU, Wash. Sq. Coll.					12051-1 Kutztown, St. Coll.					18520-9 San Antonio, U. of Tex.									
16904-7 Mississippi State, Miss. St. U.					13618-2 Niagara U., Niagara U.					12011-5 Lancaster, Franklin & Marshall Coll.					18531-6 San Marcos, Southwest Tex. St. U.									
16909-6 Natchez, U. of So. Miss.					13169-0 Oneonta, St. U. Coll.					12012-3 Lewisburg, Bucknell U.					18542-3 Seguin, Tex. Lutheran Coll.									
16905-4 Tougaloo, Tougaloo Coll.					13181-5 Oswego, St. U. Coll.					12040-4 Lock Haven, St. Coll.					18528-2 Sherman, Austin Coll.									
16906-2 Univ. (Oxford), U. of Miss.					13170-8 Plattsburgh, St. U. Coll.					12034-7 Loretto, St. Francis Coll.					18533-2 Stephenville, Tarleton St. U.									
<b>MISSOURI</b>					13200-3 Pleasantville, Pace U.					12013-1 Mansfield, St. Coll.					18597-7 Texarkana, East Tex. St. U.									
17001-1 Canton, Culver-Stockton Coll.					13171-6 Potsdam, St. U. Coll.					12014-9 Meadville, Allegheny Coll.					18544-9 Tyler, Tex. Coll.									
17002-9 Cape Girardeau, Southeast Mo. St. Coll.					13186-4 Poughkeepsie, Marist Coll.					12059-4 Middletown, Pa. St. U., Capitol Campus					18538-1 Tyler, U. of Tex.									
17003-7 Columbia, U. of Mo.					13172-4 Poughkeepsie, Vassar Coll.					12015-6 New Wilmington, Westminster Coll.					18545-6 Uvalde, Sul Ross Study Center									
17004-5 Kansas City, U. of Mo.					13173-2 Rochester, Inst. of Tech.					12400-0 Philadelphia, Temple U.					18566-2 Victoria, Victoria Coll.									
17011-0 Kirksville, Northeast Mo. St. U.					13183-1 Rochester, St. John Fisher Coll.					12401-8 Philadelphia, U. of Pa.					18529-0 Waco, Baylor U.									
17005-2 Maryville, Northwest Mo. St. U.					13174-0 Rochester, U. of Rochester					12056-0 Pittsburgh, Duquesne U.					18530-8 Wichita Falls, Midwestern St. U.									
17006-0 Rolla, U. of Mo.					13175-7 St. Bonaventure, St. Bonaventure U.					12019-8 Pittsburgh, U. of Pittsburgh					19213-0 Cedar City, Southern Utah St. U.									
17017-7 St. Joseph, Mo. Western St. Coll.					13176-5 Schenectady, Union Coll.					12020-6 Reading, Albright Coll.					19207-2 Logan, Utah St. U.									
17007-8 St. Louis, St. Louis U.					13182-3 Southampton, Southampton Coll.					12031-3 Reading, Alvernia Coll.					19200-7 Ogden, Weber St. Coll.									
17018-5 St. Louis, U. of Mo.					13619-4 Staten Island, Coll. of S.I.					12012-4 Rock Haven, St. Coll.					19210-6 Provo, Brigham Young U.									
17008-6 St. Louis, Washington U.					13622-8 Staten Island, St. John's U., Notre Dame Coll.					12016-4 Shippensburg, St. Coll.					19215-5 Salt Lake City, U. of Utah									
17009-4 Springfield, Southwest Mo. St. U.					13612-9 Stony Brook, SUNY					12029-7 Slippery Rock, St. Coll.					<b>VERMONT</b>									
17010-2 Warrensburg, Central Mo. St. U.					13177-3 Syracuse, LeMoyne Coll.					12022-2 Swarthmore, Swarthmore Coll.					14140-0 Burlington, U. of Vt.									
<b>MONTANA</b>					13178-1 Syracuse, Syracuse U.					12023-0 Univ. Park, Pa. St. U.					14141-8 Johnson, St. Coll.									
19113-2 Billings, Eastern Mont. Coll.					13179-9 Troy, Rensselaer Poly. Inst.					12024-8 Villanova, Villanova U.					14145-9 Lyndonville, Lyndon St. Coll.									
19122-3 Bozeman, Mont. St. U.					<b>NORTH CAROLINA</b>									14142-6 Middlebury, Middlebury Coll.										
19127-2 Butte, Mont. Coll. of Mineral Sci. & Tech.					15300-9 Asheville, U. of N.C.					12025-5 Washington, Washington & Jefferson Coll.					14144-2 Northfield, Norwich U.									
19104-1 Glendive, Dawson Comm. Coll.					15301-7 Boone, Appalachian St. U.					<b>RHODE ISLAND</b>														
19111-6 Great Falls, Coll. of Great Falls					15303-3 Chapel Hill, U. of N.C.					12550-2 Kingston, U. of R.I.					11580-0 Blacksburg, VPI & St. U.									
19107-4 Harre, Mo. Mont. Coll.					15319-9 Charlotte, U. of N.C.					12551-0 Newport, Salve Regina Coll.					11581-8 Charlottesville, U. of Va.									
19119-9 Helena, Carroll Coll.					15304-1 Cullowhee, Western Carolina U.					12552-8 Providence, Brown U.					11599-0 Emory, Emory & Henry Coll.									
19100-9 Kalispell, Flathead Vly. Comm. Coll.					15305-8 Davidson, Davidson Coll.					12557-7 Providence, Providence Coll.					11590-9 Fairfax, George Mason U.									
19125-6 Missoula, U. of Mont.					15306-6 Durham, Duke U.					<b>SOUTH CAROLINA</b>														
<b>NEBRASKA</b>					15346-2 Elizabeth City, St. U.					15550-9 Charleston, Coll. of Charleston					11598-2 Farmville, Longwood Coll.									
18001-0 Chadron, St. Coll.					15308-2 Fayetteville, Methodist Coll.					15551-7 Clemson, Clemson U.					11582-6 Fredericksburg, Mary Washington Coll.									
18002-8 Hastings, Hastings Coll.					15325-6 Greensboro, N.C. A. & T. St. U.					15561-6 Clinton, Presbyterian Coll.					11596-6 Hampden-Sydney, Hampden-Sydney Coll.									
18003-6 Kearney, St. Coll.					15309-0 Greensboro, U. of N.C.					15552-5 Columbia, U. of S.C.					11583-4 Hampton, Hampton Inst.									
18004-4 Lincoln, U. of Neb.					15310-8 Greenville, East Carolina U.					15553-3 Conway, Coastal Car.-Coll. of USC					11584-2 Harrisonburg, Madison U.									
18005-1 Omaha, U. of Neb.					15311-6 Hickory, Lenoir-Rhyne Coll.					15554-1 Due West, Erskine Coll.					11585-9 Hollins College, Hollins Coll.									
18009-3 Scottsbluff, Neb. Western Coll.					15324-9 Laurinburg, St. Andrews Presbyterian Coll.					15563-2 Florence, Francis Marion Coll.					11602-2 Lawrenceville, St. Paul's Coll.									
18012-7 Wayne, St. Coll.					15317-3 Mars Hill, Mars Hill Coll.					15562-4 Greenville, Bob Jones U.					11586-7 Lexington, Washington & Lee U.									
<b>NEVADA</b>					15313-2 Raleigh, Meredith Coll.					15555-8 Greenville, Furman U.					11597-4 Lynchburg, Lynchburg Coll.									
19611-5 Las Vegas, U. of Nev.					15315-7 Salisbury, Catawba Coll.					15559-0 Orangeburg, Claflin Coll.					11587-5 Lynchburg, Randolph-Macon Woman's Coll.									
19624-8 Reno, U. of Nev.					15318-1 Wilmington, U. of N.C.					15556-6 Orangeburg, S.C. St. Coll.					11588-3 Norfolk, Old Dominion U.									
<b>NEW HAMPSHIRE</b>					15316-5 Winston-Salem, Wake Forest U.					15557-4 Rock Hill, Winthrop Coll.					11606-3 Norfolk, Norfolk St. U.									
14001-4 Durham, U. of N.H.					<b>NORTH DAKOTA</b>									11594-1 Petersburg, Va. St. Coll.										
14002-2 Hanover, Dartmouth Coll.					18251-1 Grand Forks, U. of N. Dak.					<b>SOUTH DAKOTA</b>														
14003-0 Keene, St. Coll.					18252-9 Jamestown, Jamestown Coll.					18130-7 Aberdeen, Northern St. Coll.					11589-1 Richmond, Va. Commonwealth U.									
14004-8 Manchester, St. Anselm's Coll.					18253-7 Minot, St. Coll.					18131-5 Brookings, S. Dak. St. U.					11591-7 Williamsburg, Coll. of Wm. & Mary									
14005-5 Plymouth, St. Coll.					<b>OHIO</b>									11611-3 Winchester, Shenandoah Coll.										
<b>NEW JERSEY</b>					14500-5 Ada, Ohio Northern U.					18136-4 Huron, Huron Coll.					11592-5 Wise, Clinch Valley Coll.									
11001-7 Glassboro, Glassboro St. Coll.					14501-3 Akron, U. of Akron					18133-1 Rapid City, S. Dak. Sch. of Mines & Tech.					<b>WASHINGTON</b>									
11009-0 Mahwah, Ramapo Coll. of N.J.					14527-8 Ashland, Ashland Coll.					18134-9 Sioux Falls, Augustana Coll.					19424-3 Bellingham, Western Wash. U.									
11003-3 Newark, Rutgers U.					14502-1 Athens, Ohio U.					18135-6 Vermillion, U. of S. Dak.					19406-0 Cheney, Eastern Wash. U.									
11004-1 New Brunswick, Douglass Coll.					14503-9 Bowling Green, St. U.					<b>TENNESSEE</b>														
11005-8 New Brunswick, Rutgers U.					14504-7 Cincinnati, U. of Cincinnati					16001-2 Chattanooga, U. of Tenn.					19451-6 Ellensburg, Central Wash. U.									
11016-5 Pomona, Stockton St. Coll.					14505-4 Cleveland, Case Western Reserve U.					16006-1 Clarksville, Austin Peay St. U.					19452-4 Pullman, Wash. St. U.									
11006-6 Princeton, Princeton U.					14529-4 Cleveland, St. U.					16002-0 Cookeville, Tenn. Tech. U.					19447-4 Seattle, Seattle U.									
11008-2 South Orange, Seton Hall U.					14508-8 Columbus, Ohio St. U.					16003-8 Jackson, Lambuth Coll.					19448-2 Seattle, U. of Wash.									
11015-7 Teaneck, Fairleigh Dickinson U.					14509-6 Dayton, U. of Dayton					16011-1 Jefferson City, Carson-Newman Coll.					19407-8 Spokane, Gonzaga U.									
11012-4 Trenton, Rider Coll.					14524-5 Dayton, Wright																			







# INSTITUTION CODE LIST (for Items 5 and 13)

Listing here does not necessarily mean that an institution requires or recommends taking the GRE, but it does mean it is approved to receive GRE scores. Some other approved institutions are not listed because they receive too few score reports. (Fellowship sponsors are listed on page 57). See the Supplementary Registration Instructions (item 13) if the name of an institution you wish to designate is not included.

If an asterisk (\*) appears to the left of an institution's code number, it indicates that, at the time this *Bulletin* was printed, the institution was not offering grad-

uate programs. Institution codes preceded by an asterisk *should not be entered* in item 13 on the registration form or on an Additional Score Report Request form. If you inadvertently enter in item 13 or on the Additional Score Report Request form the code of an institution that offers undergraduate programs only, you will be notified that your scores cannot be sent to that institution.

If a triangle (▲) appears to the left of an institution's code number, it indicates that the institution participated in the Minority Graduate Student Locator Service and has given permission to publish its name.

## ALABAMA

- R1003-3 Alabama A. & M. Univ.
- R1006-6 Alabama State Univ.
- \* R1024-9 Athens State College
- Auburn University:
- R1005-8 Auburn
- R1036-3 Montgomery
- R1064-5 Birmingham-Southern College
- \* R1303-7 Huntingdon College
- R1736-8 Jacksonville State Univ.
- \* R1349-0 Judson College
- R1737-6 Livingston University
- R1468-8 Miles College
- \* R1515-6 Mobile College
- \* R1586-7 Oakwood College
- R1302-9 Samford University
- \* R1733-5 Spring Hill College
- \* R1739-2 Stillman College
- \* R1800-2 Talladega College
- Troy State University:
- R1824-2 Dothan/Ft. Rucker
- R1798-8 Montgomery
- R1738-4 Troy
- R1813-5 Tuskegee Institute
- University of Alabama:
- ▲ R1856-4 Birmingham
- R1854-9 Huntsville
- R1830-9 University
- R1004-1 University of Montevallo
- R1735-0 University of North Alabama
- R1880-4 University of South Alabama

## ALASKA

- R4201-0 Alaska Pacific Univ.
- University of Alaska:
- R4896-7 Anchorage
- R4866-0 Fairbanks
- R4897-5 Juneau

## ARIZONA

- R4003-0 American Grad. Sch. of Intn'l. Mgt.
- \* R4007-1 Arizona State University
- \* R4331-5 Grand Canyon College
- R4006-3 Northern Arizona Univ.
- \* R4832-2 University of Arizona:
- R4912-2 Planetary Science

## ARKANSAS

- R6753-8 Arkansas Baptist College
- \* R6009-5 Arkansas College
- R6011-1 Arkansas State Univ.
- R6010-3 Arkansas Tech Univ.
- \* R6111-9 College of the Ozarks
- R6267-9 Harding University
- R6272-9 Henderson State Univ.
- \* R6273-7 Hendrix College
- \* R6321-4 John Brown University
- R6549-0 Ouachita Baptist Univ.
- \* R6578-9 Philander Smith College
- R6661-3 Southern Arkansas U.
- University of Arkansas:
- ▲ R6866-8 Fayetteville
- R6368-5 Little Rock
- R6901-3 Medical Sciences
- R6007-9 Monticello
- R6004-6 Pine Bluff
- R6012-9 University of Central Arkansas

## CALIFORNIA

- R4010-5 Ambassador College
- ▲ R4016-2 American Bapt. Sem. West
- R4210-1 Antioch U. West, San Francisco
- R4009-7 Art Ctr. Coll. of Design
- R4596-3 Azusa Pacific College
- R4230-9 Biblical Seminary
- R4017-0 Biola College
- ▲ R4652-4 Rosemead Grad. Sch.
- R4031-1 California C. of Arts & Crafts
- R4049-3 California Inst. of the Arts
- R4034-5 California Inst. of Tech.
- R4088-1 California Lutheran C.

## California (cont'd)

- ▲ R4128-5 California Sch. of Psych., Berkeley
- California State Colleges and Universities:
- R4110-3 Bakersfield
- R4048-5 Chico
- R4098-0 Dominguez Hills
- R4312-5 Fresno
- R4589-8 Fullerton
- R4011-3 Hayward
- R4345-5 Humboldt
- R4389-3 Long Beach
- R4399-2 Los Angeles
- R4707-6 Northridge
- R4082-4 Pomona (Polytechnic)
- R4671-4 Sacramento
- R4099-8 San Bernardino
- R4682-1 San Diego
- R4743-1 Calixto
- R4684-7 San Francisco
- R4687-0 San Jose
- R4038-6 San Luis Obispo (Poly.)
- R4723-3 Sonoma
- R4713-4 Stanislaus
- R4047-7 Chapman College
- R4050-1 Church Divinity Sch. of the Pacific
- R4053-5 Claremont Grad. School
- R4054-3 Claremont Men's Coll.
- R4063-4 College of Notre Dame
- R4284-6 Dominican C. of San Rafael
- R4616-9 Fresno Pacific College
- ▲ R4313-3 Fuller Theol. Sem.
- R4328-1 Golden Gate Baptist Theol. Sem.
- R4329-9 Golden Gate University
- ▲ R4336-4 Graduate Theol. Union
- R4341-4 Harvey Mudd College
- R4349-7 Hebrew Union College
- R4059-2 Holy Names College
- R4357-0 Immaculate Heart Coll.
- R4365-3 John F. Kennedy Univ.
- R4386-9 Lincoln University
- Loma Linda University:
- R4062-6 Loma Linda
- R4380-2 Riverside
- \* R4411-5 Los Angeles Baptist C.
- R4403-2 Loyola Marymount Univ.
- R4485-9 Mills College
- R4507-0 Monterey Institute of Intn'l. Studies
- R4493-3 Mount Saint Mary's Coll.
- R4831-4 Naval Postgraduate Sch.
- R4540-1 Northrop University
- R4581-5 Occidental College
- R4394-3 Otis/Parsons Inst.
- R4614-4 Pacific Christian College
- R4598-9 Pacific Lutheran Theol. Sem.
- R4612-8 Pacific Oaks College
- R4599-7 Pacific Sch. of Religion
- R4600-3 Pacific Union College
- Pepperdine University:
- R4326-5 Los Angeles
- R4630-0 Malibu
- \* R4619-3 Pitzer College
- R4605-2 Point Loma College
- \* R4607-8 Pomona College
- R4648-2 Rand Inst. Policy Stds.
- ▲ R4652-4 Rosemead Grad. Sch.
- \* R4675-5 Saint Mary's C. of Calif.
- \* R4677-1 Saint Patrick's College
- R4786-0 Saint Patrick's Seminary
- R4036-0 San Francisco Art Inst.
- R4685-4 San Francisco Theol. Sem.
- R4710-0 School of Theology at Claremont
- \* R4693-8 Scripps College
- R4704-3 Stanford University
- R4709-2 Starr-King Sch. for the Ministry

## California (cont'd)

- \* R4828-0 Thomas Aquinas College
- R4039-4 U.S. Intn'l. Univ.
- University of California:
- ▲ R4833-0 Berkeley:
- R4863-7 Librarianship
- R4904-9 Neurobiology
- Davis:
- ▲ R4834-8 Clinical Psychology
- R4909-8 Irvine
- ▲ R4859-5 Los Angeles
- ▲ R4837-1 Riverside
- R4839-7 San Diego
- ▲ R4836-3 San Francisco
- R4840-5 Santa Barbara
- ▲ R4860-3 Santa Cruz
- R4876-9 University of Judaism
- R4381-0 University of La Verne
- R4065-9 University of the Pacific
- R4848-8 University of Redlands
- R4368-7 Johnston College
- R4849-6 University of San Diego
- R4850-4 University of San Fran.
- R4851-2 University of Santa Clara
- ▲ R4852-0 University of S. Calif.:
- R0940-7 European Grad. Progs.
- R4966-8 West Coast University
- \* R4950-2 Westmont College
- R4952-8 Whittier College
- R4955-1 Woodbury University

## COLORADO

- R4001-4 Adams State College
- R4072-5 Colorado College
- R4073-3 Colorado Sch. of Mines
- ▲ R4075-8 Colorado State Univ.
- \* R4076-6 Colorado Women's Coll.
- R4080-8 Conservative Bapt. Theol. Sem.
- \* R4310-9 Fort Lewis College
- R4356-2 Iliff School of Theology
- R4390-1 Loretto Heights College
- R4505-4 Metropolitan State Coll.
- R4656-5 Regis College
- R4711-8 Saint Thomas Seminary
- R4830-6 U. S. Air Force Academy
- University of Colorado:
- ▲ R4841-3 Boulder
- R4874-4 Colorado Springs
- R4875-1 Denver:
- R4877-7 Medical Center
- R4910-6 Ph. D. in Nursing
- ▲ R4842-1 University of Denver
- R4074-1 University of Northern Colorado
- R4611-0 University of Southern Colorado
- R4946-0 Western St. Coll. of Colorado

## CONNECTICUT

- R3001-5 Albertus Magnus College
- \* R3006-4 Anshurst College
- R3898-4 Central Conn. St. Coll.
- R3292-0 Connecticut Board for State Acad. Awards
- R3284-7 Connecticut College
- R3966-9 Eastern Conn. St. Coll.
- R3390-2 Fairfield University
- R3734-1 Hartford Graduate Ctr.
- \* R4339-7 Holy Apostles College
- R3712-7 Quinipiac College
- R3780-4 Sacred Heart University
- \* R3784-6 Saint Alphonsus College
- R3754-9 Saint Joseph College
- R3662-4 Southern Conn. St. Coll.
- R3899-2 Trinity College
- R5807-3 U. S. Coast Guard Academy
- R3914-9 University of Bridgeport
- University of Connecticut:
- R3931-3 Farmington
- ▲ R3915-6 Storrs
- R3436-3 University of Hartford
- R3663-2 University of New Haven
- R3959-4 Wesleyan University

## Connecticut (cont'd)

- R3350-6 Western Conn. St. Coll.
- ▲ R3987-5 Yale University:
- R3994-1 Divinity School
- R3995-8 Religious Studies
- R3988-3 School of Drama
- R3992-5 School of Music
- ▲ R3986-7 Sch. of Organization & Management

## DELAWARE

- R5153-2 Delaware State College
- ▲ R5811-5 University of Delaware:
- R5822-2 Winthrop Program

## DISTRICT OF COLUMBIA

- R5007-0 American University
- R5104-5 Catholic U. of America
- R5240-7 Gallaudet College
- ▲ R5246-4 George Washington U.:
- R5266-2 School of Education
- R5244-9 Georgetown University:
- R5270-4 Sch. of Foreign Serv.
- ▲ R5297-7 Howard University
- R5610-1 Johns Hopkins Univ.
- Adv. Intn'l. Studies
- R5806-5 Naval Personnel (PERS.-372)
- R5796-8 Trinity College
- R5648-1 U. S. Army Surgeon General
- R5075-7 U. S. Naval Supply Systems Command
- R5929-5 University of Dist. of Columbia
- R4852-0 University of S. Calif.
- R1882-0 Veterans Adm. Central Office
- R5899-0 Wesley Theol. Sem.

## FLORIDA

- R5053-4 Barry College
- \* R5061-7 Bethune-Cookman C.
- R5076-5 Biscayne College
- \* R5142-5 Clearwater Christian C.
- \* R5223-3 Eckerd College
- \* R5182-1 Edward Waters College
- R5190-4 Embry-Riddle Aero. U.
- \* R5235-7 Flagler College
- R5215-9 Florida A. & M. Univ.
- R5229-0 Florida Atlantic Univ.
- R5080-7 Florida Inst. of Tech., Melbourne
- R5206-8 Florida Intn'l. Univ.
- R5217-5 Florida Memorial Coll.
- \* R5218-3 Florida Southern College
- ▲ R5219-1 Florida State University
- R5331-4 Jacksonville University
- \* R5506-1 New Coll., Univ. of South Florida
- R5514-5 Nova University
- \* R5553-3 Palm Beach Atlantic C.
- R5572-3 Rollins College
- \* R5638-2 Saint Leo College
- R5630-9 Stetson University
- ▲ R5233-2 University of C. Florida
- ▲ R5812-3 University of Florida
- R5815-6 University of Miami
- R5490-8 University of N. Florida
- ▲ R5828-9 University of S. Florida
- R5819-8 University of Tampa
- R5833-9 University of W. Florida
- \* R5883-4 Warner Southern College

## GEORGIA

- R5002-1 Agnes Scott College
- R5004-7 Albany State College
- R5012-0 Armstrong State College
- ▲ R5015-3 Atlanta University
- R5336-3 Augusta College
- R5059-1 Berry College
- R5066-6 Brenau College
- R5110-2 Clark College
- R5118-5 Columbia Theol. Sem.
- R5123-5 Columbus College
- ▲ R5187-0 Emory University
- R5220-9 Fort Valley State College
- R5252-2 Georgia College
- ▲ R5248-0 Georgia Inst. of Tech.

## Georgia (cont'd)

- R5253-0 Georgia Southern Coll.
- R5250-6 Georgia Southwtrn. C.
- Georgia State University:
- R5251-4 Atlanta
- R5277-9 Fort Benning
- R5362-9 LaGrange College
- R5406-4 Medical Coll. of Georgia
- Mercer University:
- R5025-2 Atlanta
- R5409-8 Macon
- R5623-4 Southern School of Pharmacy
- \* R5415-5 Morehouse College
- R5417-1 Morris Brown College
- R5497-3 North Georgia College
- R5521-0 Oglethorpe University
- \* R5530-1 Paine College
- R5609-3 Savannah State College
- \* R5616-8 Shorter College
- \* R5628-3 Spelman College
- R5795-0 Tift College
- \* R5799-2 Toccoa Falls College
- R5813-1 University of Georgia
- R5855-2 Valdosta State College
- R5895-8 Wesleyan College
- R5900-6 West Georgia College
- R5087-2 Yarbrough Rehab. Ctr.

## HAWAII

- University of Hawaii:
- R4868-6 East West Center
- R4869-4 Hilo
- R4867-8 Honolulu

## IDAHO

- R4018-8 Boise State University
- R4060-0 College of Idaho
- R4355-4 Idaho State University
- R4544-3 Northwest Nazarene C.
- ▲ R4843-9 University of Idaho

## ILLINOIS

- R1025-6 Augustana College
- \* R1027-2 Aurora College
- \* R1052-0 Barat College
- R1061-0 Bethany Theol. Sem.
- \* R1065-2 Blackburn College
- R1070-2 Bradley University
- R1112-2 Catholic Coll. Union
- R1118-9 Chicago State University
- R1120-5 Chicago Theol. Sem.
- R1130-4 College of Saint Francis
- R1140-3 Concordia Coll.
- R1165-0 De Paul University
- R1199-9 Illinois Illinois Univ.
- \* R1204-7 Elmhurst College
- \* R1206-2 Eureka College
- R1245-0 Garrett-Evangelical Theol. Sem.
- R1248-4 George Williams College
- ▲ R1263-3 Governors State Univ.
- \* R1256-7 Greenville College
- R1707-9 Illinois Benedictine Coll.
- \* R1315-1 Illinois College
- R1317-7 Illinois C. of Optometry
- R1318-5 Illinois Inst. of Tech.
- R1319-3 Illinois State University
- R1320-1 Illinois Wesleyan Univ.
- \* R1372-2 Knox College
- R1392-0 Lake Forest College
- R1404-3 Lewis University
- R1405-0 Lincoln Christian C.
- ▲ R1412-6 Loyola Univ. of Chicago
- R1026-4 Lutheran Sch. of Theol. at Chicago
- \* R1435-7 MacMurray College
- R1455-5 McCormick Theol. Sem.
- R1457-1 Meadville/Lombard Theol. Sch.
- \* R1470-4 Millikin University
- \* R1484-5 Monmouth College
- R1493-6 Mundelein College
- R1551-1 National C. of Education, Evanston
- \* R1555-2 North Central College
- R1556-0 North Park C. & Theol. Sem.



**Illinois (cont'd)**

- R1090-0 Northeastern Illinois U.  
R1558-6 Northern Baptist Theol. Sem.  
\*R1559-4 Northern Illinois Univ.  
\*R1565-1 Northwestern Univ.  
R1547-9 Medical School  
R1596-6 Olivet Nazarene College  
R1598-2 Our Lady of Angels Franciscan Sem.  
\*R1630-3 Principia College  
\*R1645-1 Quincy College  
R1665-9 Rockford College  
R1666-7 Roosevelt University  
R1667-5 Rosary College  
Rush University:  
R3263-1 College of Hlth. Scis.  
R3262-3 College of Nursing  
R1708-7 Saint Xavier College  
\*R1787-1 Sangamon State Univ.  
R1687-3 Public Service Intrn.  
R1713-7 School of the Art Inst. of Chicago  
R1714-5 Seabury-Western Theol. Sem.  
\*R1717-8 Shimer College  
Southern Illinois University:  
\*R1726-9 Carbondale:  
R1750-9 Speech Path. & Audio.  
Edwardsville  
\*R1810-1 Trinity College  
R1797-0 Trinity Evangelical Divinity Sch.  
\*R1832-5 University of Chicago  
R1117-1 University of Hlth. Sci./Chicago Med. Sch.  
University of Illinois:  
\*R1851-5 Chicago Circle:  
\*R1855-6 Medical Center  
\*R1836-6 Urbana  
R1900-0 Western Illinois Univ.  
R1905-9 Wheaton College

**INDIANA**

- R1016-5 Anderson College  
\*R1051-2 Ball State University  
R1073-6 Butler University  
R1141-1 Concordia Theol. Sem.  
R1166-8 DePauw University  
R1195-7 Earlham College  
\*R1228-6 Franklin C. of Indiana  
\*R1251-8 Goshen College  
R1252-6 Grace Theol. Sem. & Coll.  
\*R1290-6 Hanover College  
R1304-5 Huntington College  
R1321-9 Indiana Central Univ.  
\*R1323-5 Indiana Inst. of Tech.  
Indiana State University:  
R1335-9 Evansville  
\*R1322-7 Terre Haute  
Indiana University:  
\*R1324-3 Bloomington:  
R1267-4 Folklore Institute  
R1313-6 School of Education  
R1336-7 Fort Wayne  
R1338-3 Gary  
\*R1337-5 Kokomo  
R1314-4 New Albany  
R1339-1 South Bend  
R1325-0 Indiana U.-Purdue U., Indianapolis  
R1285-6 Indiana Univ. Sch. of Medicine  
R1440-7 Manchester College  
\*R1442-3 Marian College  
\*R1585-9 Oakland City College  
Purdue University:  
R1637-8 Fort Wayne  
R1638-6 Hammond  
R1631-1 West Lafayette  
R1603-0 Animal Science  
R1632-9 Child Development & Family Life  
R1640-2 Westville  
R1668-3 Rose-Hulman Inst. of Tech.  
R1693-1 Saint Francis College  
R1697-2 Saint Joseph's College  
\*R1704-6 Saint Mary-of-the-Woods College  
R1702-0 Saint Mary's College  
\*R1705-3 Saint Meinrad Sch. of Theol.  
R1782-2 Saint Meinrad Sch. of Theol.  
\*R1802-8 Taylor University  
\*R1811-9 Tri-State University  
R1208-8 University of Evansville  
\*R1841-6 University of Notre Dame  
R1874-7 Valparaiso University  
\*R1895-2 Wabash College

**IOWA**

- \*R6046-7 Briar Cliff College  
\*R6047-5 Buena Vista College  
\*R6087-1 Central College  
R6099-6 Clarke College  
\*R6101-0 Coe College  
R6119-2 Cornell College  
\*R6174-7 Divine Word College

**Iowa (cont'd)**

- \*R6171-3 Dordt College  
\*R6168-9 Drake University  
\*R6249-7 Graceland College  
\*R6252-1 Grinnell College  
R6306-5 Iowa State University  
\*R6308-1 Iowa Wesleyan College  
R6370-1 Loras College  
\*R6375-0 Luther College  
R4497-4 Maharishi Intrn'l. Univ.  
R6397-4 Marycrest College  
R6415-4 Morningside College  
\*R6417-0 Mount Mercy College  
\*R6490-7 Northwestern College  
R6617-5 Saint Ambrose College  
\*R6650-6 Simpson College  
R6669-2 University of Dubuque  
\*R6681-1 University of Iowa  
\*R6307-3 University of N. Iowa  
\*R6885-8 Upper Iowa University  
\*R6926-0 Wartburg College  
R6927-8 Wartburg Theol. Sem.  
\*R6936-9 Westmar College  
\*R6943-5 William Penn College

**KANSAS**

- \*R6031-9 Baker University  
\*R6056-6 Benedictine College  
\*R6037-6 Bethel College  
R6335-4 Emporia State Univ.  
\*R6218-2 Fort Hays State Univ.  
\*R6224-0 Friends University  
\*R6615-9 Kansas Newman College  
R6334-7 Kansas State University  
\*R6337-0 Kansas Wesleyan  
\*R6398-2 Marymount College  
\*R6404-8 McPherson College  
\*R6437-8 Mid-America Nazarene Coll.  
\*R6547-4 Ottawa University  
R6336-2 Pittsburg State Univ.  
\*R6630-8 Saint Mary College  
R6670-4 Southwestern College  
\*R6684-5 Sterling College  
\*R6815-5 Tabor College  
R6892-4 U. S. Army Com. Gen. Staff Coll.  
\*R6871-8 University of Kansas:  
R6895-7 Medical Center  
R6928-6 Washburn University  
R6103-6 Way College of Emporia  
R6884-1 Wichita State University

**KENTUCKY**

- R1019-9 Asbury College  
R1020-7 Asbury Theological Sem.  
R1056-1 Bellarmine College  
\*R1060-3 Berea College  
R1071-0 Brescia College  
R1097-5 Campbellsville College  
\*R1109-8 Centre Coll. of Kentucky  
\*R1145-2 Cumberland College  
R1200-5 Eastern Kentucky Univ.  
R1249-2 Georgetown College  
R1368-0 Kentucky State Univ.  
R1369-8 Kentucky Wesleyan Coll.  
R1411-8 Louisville Presbyterian Theol. Sem.  
R1487-8 Morehead State Univ.  
\*R1494-4 Murray State University  
R1574-3 Northern Kentucky U.  
\*R1625-3 Pikeville College  
R1724-4 Southern Baptist Theol. Sem.  
R1552-9 Spalding College  
\*R1876-2 Thomas More College  
\*R1808-5 Transylvania University  
R1825-9 Union College  
\*R1234-4 University of Kentucky:  
\*R1234-4 Fort Knox  
R1506-5 Highland Hgts. Grad. Ctr.  
Lexington  
\*R1837-4 University of Louisville  
\*R1838-2 Western Kentucky Univ.  
\*R1901-8

**LOUISIANA**

- R6082-2 Centenary C. of Louisiana  
\*R6164-8 Dillard University  
R6250-5 Grambling State Univ.  
R6371-9 Louisiana College  
Louisiana State University:  
R6373-5 Baton Rouge  
\*R6385-9 New Orleans Med. Ctr.  
Shreveport:  
R6356-0 Medical Center  
R6372-7 Louisiana Tech Univ.  
R6374-3 Loyola University  
R6403-0 McNeese State Univ.  
R6472-5 New Orleans Baptist Theol. Sem.  
R6221-6 Nicholls State University  
R6482-4 Northeast Louisiana U.  
R6492-3 Northwestern State U.  
R6495-6 Notre Dame Sem. Grad. Sch. of Theology

**Louisiana (cont'd)**

- \*R6002-0 Our Lady of Holy Cross Coll.  
\*R6689-4 Saint Joseph Sem. & Coll.  
\*R6633-2 Saint Mary's Dominican College  
R6656-3 Southeastern Louisiana Univ.  
Southern University:  
R6663-9 Baton Rouge  
\*R6711-6 New Orleans  
R6832-0 Tulane University  
R6379-2 University of New Orleans  
R6672-0 University of Southwtrn Louisiana  
R6975-7 Xavier Univ. of Louisiana

**MAINE**

- R3076-7 Bates College  
\*R3089-0 Bowdoin College  
\*R3280-5 Colby College  
\*R3655-8 Nason College  
\*R3755-6 Saint Joseph's College  
University of Maine:  
\*R3506-3 Farmington  
\*R3393-6 Fort Kent  
\*R3956-0 Machias  
R3914-4 Orono  
\*R3008-0 Presque Isle  
\*R3751-5 University of New England  
R6913-3 University of S. Maine

**MARYLAND**

- R5032-8 Antioch University  
R5085-6 Baltimore Hebrew Coll.  
R5401-5 Bowie State College  
R5048-4 Bureau of Health Manpower-Nursing  
R5884-2 Capital Bible Seminary  
R5114-4 College of Notre Dame of Maryland  
R5890-9 Columbia Union College  
R5122-7 Coppin State College  
R5402-3 Frostburg State College  
R5257-1 Goucher College  
R5296-9 Hood College  
\*R5332-2 Johns Hopkins Univ.:  
R5610-1 Advanced Intrn'l. Studies  
\*R5352-0 Hygiene & Public Health  
R5532-7 Peabody Institute  
R5370-2 Loyola College  
\*R5416-3 Morgan State University  
R5421-3 Mount Saint Mary's Coll.  
R5499-9 National Inst. of Health  
R5598-8 Saint John's College  
\*R5601-0 Saint Mary's C. of Maryland  
R5602-8 Saint Mary's Sem. & U.  
R5403-1 Salisbury State College  
R5404-9 Towson State University  
R5824-8 Uniformed Services U. of the Hlth. Scis.  
\*R5809-9 U. S. Naval Academy  
R5810-7 University of Baltimore  
University of Maryland:  
R5848-7 Baltimore City C.  
R5835-4 Baltimore County C.  
R5814-9 College Park:  
R5804-0 University College  
R5400-7 Eastern Shore  
\*R5884-2 Washington Bible Coll.  
R5888-3 Washington College  
R5931-1 Washington Theol. Union  
R5898-2 Western Maryland Coll.

**MASSACHUSETTS**

- R3002-3 American Intrn'l. C.  
\*R3003-1 Amherst College  
\*R3004-1 Andover Newton Theol. Sch.  
R3005-5 Anna Maria College  
R3009-8 Assumption College  
R3010-6 Atlantic Union College  
R3075-9 Babson College  
\*R3083-3 Boston College  
R3084-1 Boston Conserv. of Music  
R3086-6 Boston State College  
\*R3087-4 Boston University  
\*R3092-4 Brandeis University  
R3517-0 Bridgewater State Coll.  
R3279-7 Clark University  
R3282-1 College of the Holy Cross  
\*R3283-9 College of Our Lady of the Elms  
\*R3285-9 Curry College  
R3365-4 Eastern Nazarene Coll.  
R3367-0 Emerson College  
R3368-7 Emmanuel College  
\*R3370-4 Episcopal Divinity Sch.  
R3518-8 Fitchburg State College  
R3519-6 Framingham State Coll.  
R3895-5 F. Stern Nutrition Ctr.  
\*R3417-3 Gordon College  
R3424-9 Gordon-Conwell Theol. Sem.

**Massachusetts (cont'd)**

- \*R3447-0 Hampshire College  
Harvard University:  
Undergraduate Division:  
\*R3434-8 Harvard College  
Graduate Schools:  
\*R3451-2 Arts and Sciences  
R3444-7 Business Admin.  
R3427-2 Doctoral Prog.  
R3430-6 Dental Medicine  
\*R3455-3 Design  
R3433-0 Divinity  
\*R3428-0 Education  
\*R3454-6 J.F. Kennedy-Gov't.  
R3450-4 Medical  
\*R3456-1 Public Health  
R3449-6 Hellenic College  
R3483-5 Lesley College  
R3516-2 Massachusetts C. of Art  
R3512-1 Massachusetts C. of Pharmacy  
\*R3514-7 Massachusetts Inst. of Tech.  
\*R3525-3 Merrimack College  
R3529-5 Mount Holyoke College  
R3511-3 New England C. of Optometry  
R3659-0 New England Conserv. of Music  
R3521-2 North Adams State Coll.  
\*R3667-3 Northeastern University:  
R3680-6 Criminal Justice  
\*R3722-6 Radcliffe College  
R3723-4 Regis College  
R3295-3 Saint John's Sem. Coll.  
R3522-0 Salem State College  
R3761-4 Simmons College  
R3762-2 Smith College  
R3786-1 Southeastern Mass. Univ.  
R3763-0 Springfield College  
\*R3770-5 Stonehill College  
R3771-3 Suffolk University  
R3901-6 Tufts U./Jackson C.:  
R3399-3 Fletcher School  
R3895-0 Stern Nutrition Ctr.  
R3893-5 Veterinary Medicine  
\*R3911-5 University of Lowell  
University of Massachusetts:  
\*R3917-2 Amherst  
R3924-8 Boston  
R3936-2 Medical School  
\*R3957-8 Wellesley College  
R3962-8 Western New England C.  
R3523-8 Westfield State College  
R3971-9 Weston Sch. of Theology  
\*R3963-6 Wheaton College  
R3964-4 Wheelock College  
R3965-1 Williams College  
R3967-7 Woods Hole Ocean. Inst.  
R3969-3 Worcester Poly. Inst.  
R3524-6 Worcester State College

**MICHIGAN**

- R1001-7 Adrian College  
\*R1007-4 Albion College  
\*R1010-8 Alma College  
R1030-6 Andrews University  
R1018-1 Aquinas College  
R1095-9 Calvin College  
R1106-4 Central Michigan Univ.  
\*R1201-3 Eastern Michigan Univ.  
\*R1222-9 Ferris State College  
\*R1246-8 General Motors Institute  
R1253-4 Grand Rapids Baptist C.  
R1258-3 Grand Valley State Coll.  
\*R1295-5 Hillsdale College  
\*R1301-1 Hope College  
\*R1365-6 Kalamazoo College  
R1421-7 Lake Superior St. C.  
R1452-2 Marygrove College  
\*R1460-5 Mercy College of Detroit  
\*R1465-4 Michigan State Univ.  
R1464-7 Michigan Tech. Univ.  
\*R1554-5 Nazareth C. at Kalamazoo  
R1560-2 Northern Michigan Univ.  
\*R1497-7 Oakland University  
R1595-8 Olivet College  
R1766-5 Saginaw Valley St. Coll.  
\*R1753-3 Saint Mary's College  
R1719-4 Siena Heights College  
\*R1732-7 Spring Arbor Coll.  
R1835-8 University of Detroit  
University of Michigan:  
\*R1839-0 Ann Arbor:  
R1915-8 Cellular & Mol. Biology, Hlth. Scis.  
R1865-5 Combined Prog. in Educ. & Psychology  
R1960-4 Macro Molecular Science Program  
R1954-7 Sch. Public Health  
R1861-4 Dearborn  
R1853-1 Flint  
\*R1898-6 Wayne State University  
R1902-6 Western Michigan Univ.

**MINNESOTA**

- \*R6014-5 Augsburg College  
R6676-1 Bemidji State University  
R6038-4 Bethel College & Sem.  
\*R6081-4 Carleton College  
\*R6104-4 College of St. Benedict  
\*R6105-1 College of St. Catherine  
R6107-7 College of St. Scholastica  
\*R6108-5 College of St. Teresa  
R6110-1 College of St. Thomas  
\*R6113-5 Concordia C., Moorhead  
\*R6114-3 Concordia Coll., St. Paul  
R6208-3 E. W. Cook Inst. of Psychotherapy  
\*R6253-9 Gustavus Adolphus Coll.  
R6265-3 Hamline University  
R6377-6 Luther Theol. Sem.  
\*R6390-9 Macalester College  
R6677-9 Mankato State Univ.  
R6444-4 Mayo Grad. Sch. of Med.  
\*R6411-3 Minneapolis Coll. of Art and Design  
R6678-7 Moorhead State Univ.  
\*R6489-9 Northwestern College  
R6491-5 Northwestern Lutheran Theol. Sem.  
R6679-5 Saint Cloud State Univ.  
R6624-1 Saint John's University  
R6632-4 Saint Mary's College  
\*R6638-1 Saint Olaf College  
R6641-5 Saint Paul Seminary  
\*R6703-3 Southwest State Univ.  
University of Minnesota:  
R6873-4 Duluth  
\*R6874-2 Minneapolis/St. Paul:  
R6852-8 Medicinal Chem.  
\*R6890-8 Morris  
R6860-3 Winona State University

**MISSISSIPPI**

- R1008-2 Alcorn State University  
\*R1055-3 Belhaven College  
\*R1066-0 Blue Mountain College  
R1163-5 Delta State University  
R1341-7 Jackson State University  
R1471-2 Millsaps College  
R1477-9 Mississippi College  
\*R1478-7 Mississippi Indus. Coll.  
R1480-3 Mississippi State Univ.  
R1481-1 Mississippi U. for Women  
\*R1482-9 Mississippi Valley St. U.  
R1669-1 Rust College  
R1807-7 Tougaloo College  
R1840-8 University of Miss.:  
R1857-2 Medical Center  
University of S. Mississippi:  
R1479-5 Hattiesburg  
R1870-5 Long Beach  
R1912-5 Natchez  
R1907-5 William Carey College

**MISSOURI**

- R6109-3 Avila College  
\*R6089-7 Central Methodist Coll.  
R6090-5 Central Missouri St. Univ.  
R6316-4 Christ Sem.-Semine  
R6112-7 Conception Sem. Coll.  
R6115-0 Concordia Seminary  
R6141-6 Covenant Theol. Sem.  
\*R6123-4 Culver-Stockton College  
R6169-7 Drury College  
R6190-3 Eden Theol. Sem.  
\*R6198-6 Evangel College  
\*R6216-6 Fontbonne College  
\*R6269-5 Harris-Stowe St. Coll.  
R6366-9 Lincoln University  
R6367-7 Lindenwood Colleges  
R6399-0 Maryville College  
R6441-0 Midwestern Baptist Theol. Sem.  
\*R6439-4 Missouri Baptist Coll. of Saint Louis  
\*R6322-2 Missouri Southern St. College  
\*R6413-9 Missouri Valley College  
\*R6625-8 Missouri Western St. C.  
R6483-2 Northeast Missouri St. U.  
R6488-1 Northwest Missouri St. U.  
\*R6574-8 Park College  
R6611-8 Rockhurst College  
R6629-0 Saint Louis University  
\*R6636-5 Saint Mary's Sem. C.  
\*R6713-2 School of the Ozarks  
R6655-5 Southeast Missouri St. U.  
\*R6664-7 Southwest Baptist Coll.  
R6665-4 Southwest Missouri St. U.  
\*R6683-7 Stephens College  
\*R6816-3 Tarkio College  
University of Missouri:  
\*R6875-9 Columbia  
R6872-6 Kansas City  
\*R6876-7 Rolla



**Missouri (cont'd)**

- ▲R6889-0 Saint Louis
- ▲R6929-4 Washington University
- R6933-6 Webster College
- \*R6937-7 Westminster College
- R6941-9 William Jewell College
- \*R6944-3 William Woods College

**MONTANA**

- \*R4041-0 Carroll College
- R4058-4 College of Great Falls
- R4298-6 Eastern Montana Coll.
- R4487-5 Montana Coll. of Mineral Sci. & Tech.
- R4488-3 Montana State Univ.
- R4538-5 Northern Montana Coll.
- R4489-1 University of Montana

**NEBRASKA**

- R6466-7 Chadron State College
- \*R6106-9 College of Saint Mary
- R6116-8 Concordia Teachers C.
- R6121-8 Creighton University
- \*R6157-2 Dana College
- \*R6165-5 Doane College
- \*R6270-3 Hastings College
- R6467-5 Kearney State College
- \*R6406-3 Midland Lutheran Coll.
- \*R6470-9 Nebraska Wesleyan U.
- \*R6468-3 Peru State College
- \*R6865-0 Union College
- University of Nebraska:
  - ▲R6877-5 Lincoln
  - R6918-7 Law Psychology
  - R6420-4 Omaha
  - ▲R6896-5 Medical Center
  - R6469-1 Wayne State College

**NEVADA**

- University of Nevada:
  - R4861-1 Las Vegas
  - R4844-7 Reno

**NEW HAMPSHIRE**

- R3694-7 Antioch U./New England
- ▲R3351-4 Dartmouth College
- R3395-1 Franklin Pierce College
- R3472-8 Keene State College
- \*R3677-2 Nathaniel Hawthorne C.
- \*R3657-4 New England College
- R3670-7 Notre Dame College
- R3690-5 Plymouth State College
- R3728-3 Rivier College
- \*R3748-1 Saint Anselm's College
- R3918-0 University of New Hampshire

**NEW JERSEY**

- \*R2044-6 Bloomfield College
- \*R2072-7 Caldwell College
- R2578-3 College of Medicine & Dentistry, N.J.:
  - R2584-1 Dental School
- \*R2090-9 College of St. Elizabeth
- R2193-1 Drew University
- Fairleigh Dickinson University:
  - R2262-4 Madison
  - R2255-8 Rutherford
  - R2263-2 Teaneck
- R2274-9 Georgian Court College
- R2515-5 Glassboro State College
- R2516-3 Jersey City State College
- R2517-1 Kean Coll. of New Jersey
- R2416-6 Monmouth College
- R2520-5 Montclair State College
- R2513-0 New Jersey Inst. of Tech.
- R2671-6 Princeton Theol. Sem.
- ▲R2672-4 Princeton University
- \*R2884-5 Ramapo C. of N.J.
- R2758-1 Rider College
- Rutgers-The State University:
  - Undergraduate Colleges:
    - \*R2092-5 Camden College of Arts and Sciences
    - \*R2838-1 College of Engineering
    - \*R2170-9 Cook College
    - \*R2192-3 Douglass College
    - \*R2384-6 Livingston College
    - \*R2736-7 Mason Gross Sch. of Arts
    - \*R2512-2 Newark College of Arts and Sciences
    - \*R2789-6 Nursing
    - \*R2839-9 Pharmacy
    - \*R2765-6 Rutgers College
  - University Colleges:
    - \*R2742-5 Camden
    - \*R2777-1 New Brunswick
    - \*R2753-2 Newark
  - Graduate and Professional Schools:
    - ▲R2092-5 Camden
    - ▲R2790-4 New Brunswick
    - ▲R2512-2 Newark
    - R2806-8 Saint Peter's College
    - R2811-8 Seton Hall University
    - R2819-1 Stevens Inst. of Tech.
    - \*R2889-4 Stockton State College
    - R2748-2 Thomas A. Edison Coll.

**New Jersey (cont'd)**

- R2519-7 Trenton State College
- R2930-6 Upsala College
- R2974-4 Westminster Choir Coll. of N.J.
- ▲R2518-9 William Paterson C. of N.J.

**NEW MEXICO**

- R4676-3 College of Santa Fe
- ▲R4299-4 Eastern New Mexico U.
- R4532-8 New Mexico Highlands Univ.
- R4533-6 New Mexico Inst. of Mining & Tech.
- R4531-0 New Mexico State Univ.
- R4737-3 Saint John's College
- \*R4068-3 University of Albuquerque
- University of New Mexico:
  - ▲R4845-4 Western New Mexico U.

**NEW YORK**

- R2003-2 Adelphi University
- R2947-0 Albany Medical College
- R2005-7 Alfred University
- R3460-7 American Asso. Jewish Educ.
- R2035-4 Bank Street C. of Educ.
- \*R2037-0 Bard College
- R2073-5 Canisius College
- \*R2075-0 Cathedral College of the Immaculate Concp.
- City University of New York:
  - R2034-7 Bernard M. Baruch C.
  - R2046-1 Brooklyn College
  - R2083-4 City College
  - R2778-9 College of Staten Is.
  - ▲R2113-9 Graduate Center
  - R2312-7 Herbert H. Lehman C.
  - R2301-0 Hunter College
  - R2115-4 John Jay Coll. of Criminal Justice
  - \*R2460-4 Medgar Evers College
  - R2750-8 Queens College
  - \*R2992-6 York College
  - ▲R2084-2 Clarkson Coll. of Tech.
  - R2085-9 Colgate Rochester Div. Sch./Bexley Hall/ Crozer Theol. Sem.
  - R2086-7 Colgate University
  - \*R2088-3 College of Mt. St. Vincent
  - R2089-1 College of New Rochelle
  - R2091-7 College of Saint Rose
  - Columbia University:
    - R2164-2 Architecture
    - R2162-6 Arts and Sciences
    - R2038-8 Barnard College
    - \*R2116-2 Columbia College
    - R2094-1 Dental & Oral Surgery
    - ▲R2111-3 Engineering & Appd. Sci.
    - \*R2095-8 General Studies
    - R2161-8 International Affairs
    - R2120-4 Journalism
    - R2160-0 Library Service
    - R2142-8 Nursing
    - R2137-8 Physical & Occ. Ther.
    - R2173-3 Physicians & Surgs.
    - R2159-2 Public Hlth. & Admin. Med.
    - R2158-4 Social Work
    - ▲R2905-8 Teachers College
    - R2097-4 Cooper Union
    - Cornell University:
      - R2549-4 Coll. of Vet. Med.
      - R2098-2 Ithaca
      - R2119-6 New York (Med. C. & Grad. Sch. of Med. Scis.)
    - R2762-3 Daemen College
    - \*R2190-7 Dominican C. of Blauvelt
    - R2011-5 Dowling College
    - \*R2197-2 D'Youville College
    - R2224-4 Eastman Sch. of Music
    - \*R2236-8 Eisenhower College
    - R2226-9 Elmira College
    - \*R2214-5 Empire State College
    - Fordham University:
      - Undergraduate Divisions:
        - \*R7306-4 Coll. of Bus. Admin.
        - \*R2252-5 College at Lincoln Ctr.
        - \*R2259-0 Fordham College
        - \*R7307-2 Sch. of General Stds.
      - Graduate Divisions:
        - R2252-5 Lincoln Center
        - R2259-0 Main Campus
        - R2271-5 General Theol. Sem.
        - R2623-5 German Academic Exchange Service
    - Hamilton College
    - \*R2288-9 Hartwick College
    - R2290-5 Hebrew Union College
    - \*R2294-7 Hobart College
    - R2295-4 Hofstra University
    - \*R2299-6 Houghton College
    - R2326-7 Institute of Intrn'l. Ed.
    - R2324-2 Iona College

**New York (cont'd)**

- R2325-9 Ithaca College
- R2339-0 Jewish Theol. Sem. of America
- R2340-8 Juilliard School
- \*R2350-7 Keuka College
- \*R2352-3 King's College
- \*R2360-6 Ladycliff College
- R2376-2 Latin American Institute
- \*R2366-3 Le Moyne College
- Long Island University:
  - R2369-7 Brooklyn
  - R2070-1 C. W. Post Center
  - R2378-8 Mercy College
  - R2068-5 Schwartz College of Pharmacy
  - R2853-0 Southampton
  - R2395-2 Manhattan College
  - R2396-0 Manhattan Sch. of Music
  - R2397-8 Manhattanville College
  - R2400-0 Marist College
  - \*R2406-7 Marymount College
  - \*R2405-9 Marymount Manhattan Coll.
  - R2422-4 Medaille College
  - \*R2409-1 Mercy College
  - \*R2415-8 Molloy College
  - R2426-5 Mt. St. Alphonsus Sem.
  - \*R2423-2 Mount St. Mary C.
  - R2464-6 Mount Sinai Sch. of Med.
  - R2511-4 Nazareth C. of Rochester
  - ▲R2521-3 New Sch. for Social Research
  - R2561-9 New York Inst. of Tech.
  - R2553-6 New York Medical Coll.
  - R2199-8 New York St. Ed. Dept.
  - R2043-8 New York Theol. Sem.
  - New York University:
    - \*R2562-7 Undergraduate Schs.
    - Graduate Schools:
      - R2508-0 Arts
      - R2596-5 Arts and Science: Basic Medical Scis.
      - R2503-1 Business
      - R2582-5 Dentistry
      - R2556-9 Educ., Health, Nurs. & Arts Profs.
      - R2569-2 Gallatin Division
      - R2599-9 Law
      - R2504-9 Manhattanville Coll.
      - R2581-7 Medical School
      - R2507-2 Public Administration
      - R2506-4 Social Work
      - R2558-5 Niagara University
      - R2560-1 Nyack College
      - Pace University:
        - \*R2276-4 Coll. of White Plains
        - R2635-1 New York City
        - R2685-6 Pleasantville/ Briarcliff
        - R2644-3 White Plains
        - Polytechnic Institute of New York:
          - R2668-2 Brooklyn
          - R2695-5 Farmingdale
          - R2669-0 Pratt Institute
          - R2899-3 Regents External Degree Prog. of the Univ. of the State of New York
          - Rensselaer Poly. Inst.
          - \*R2759-9 Roberts Wesleyan Coll.
          - R2760-7 Rochester Inst. of Tech.
          - ▲R2761-5 Rockefeller University
          - ▲R2764-9 Russell Sage College
          - R2792-0 Saint Bernard's Sem.
          - R2793-8 Saint Bonaventure Univ.
          - \*R2796-1 Saint Francis College
          - \*R2798-7 Saint John Fisher Coll.
          - Saint John's University:
            - R2799-5 Jamaica
            - R2845-6 Staten Island
            - \*R2802-7 Saint Joseph's College
            - R2803-5 Saint Joseph's Seminary
            - R2805-0 Saint Lawrence Univ.
            - R2807-6 Saint Thomas Aquinas College
            - R2810-0 Sarah Lawrence College
            - R2824-1 Seminary of the Immaculate Concp.
            - \*R2814-2 Siena College
            - \*R2815-9 Skidmore College
            - State University of New York:
              - ▲R2532-0 Center at Albany
              - ▲R2535-3 Center at Binghamton
              - ▲R2925-6 Center at Buffalo/ Amherst
              - R2739-1 Roswell Park
              - ▲R2548-6 Center at Stony Brook
              - R2891-0 Health Science Ctr.
              - R2537-9 College at Brockport
              - R2533-8 College at Buffalo (Elmwood)
              - R2538-7 College at Cortland
              - ▲R2530-4 College of Envrmntl. Science & Forestry

**New York (cont'd)**

- R2539-5 College at Fredonia
- R2540-3 College at Genesee
- R2541-1 College at New Paltz
- \*R2866-2 College at Old Westbury
- R2542-9 College at Oneonta
- R2543-7 College at Oswego
- R2544-5 College at Plattsburgh
- R2545-2 College at Potsdam
- \*R2878-7 College at Purchase
- R2896-9 College of Technology
- R2549-4 College of Vet. Med.
- R2898-5 Cooperstown
- ▲R2534-6 Downstate Med. Ctr.
- R2536-1 Maritime College
- R2547-8 Upstate Medical Ctr.
- ▲R2823-3 Syracuse University:
  - Poughkeepsie Ctr.
  - R2844-9 Touro College
  - R2902-5 Union Coll. & Univ.
  - R2920-7 Albany Medical Coll.
  - R2947-0 Union Theol. Sem.
  - ▲R2922-3 U. S. Merchant Marine Academy
  - R2924-9 U. S. Military Academy
  - University of Rochester:
    - Brain Research
    - R2985-0 Utica C. of Syracuse U.
    - R2932-2 Vassar College
    - R2956-1 Wagner College
    - R2966-0 Wells College
    - R2971-0 William Smith College
    - R2978-5 Yeshiva University:
      - R2990-0 Albert Einstein Coll.
      - R2997-5

**NORTH CAROLINA**

- R5010-4 Appalachian State Univ.
- \*R5016-1 Atlantic Christian Coll.
- \*R5052-6 Barber-Scotia College
- \*R5055-9 Belmont Abbey College
- \*R5058-3 Bennett College
- \*R5100-3 Campbell University
- \*R5103-7 Catawba College
- R5150-8 Davidson College
- ▲R5156-5 Duke University
- R5180-5 East Carolina University
- \*R5629-1 Elizabeth City St. Univ.
- \*R5183-9 Elon College
- R5212-6 Fayetteville State Univ.
- \*R5242-3 Gardner-Webb College
- \*R5260-5 Greensboro College
- \*R5261-3 Guilford College
- \*R5293-6 High Point College
- \*R5333-0 Johnson C. Smith Univ.
- \*R5365-2 Lenoir-Rhyne College
- \*R5367-8 Livingstone College
- \*R5395-9 Mars Hill College
- \*R5410-6 Meredith College
- \*R5426-2 Methodist College
- R5003-9 North Carolina A. & T. St. U.
- R5495-7 North Carolina Centrl. U.
- \*R5512-9 North Carolina School of the Arts
- R5496-5 North Carolina St. U.
- \*R5501-2 North Carolina Wesleyan College
- R5534-3 Pembroke State Univ.
- \*R5536-8 Pfeiffer College
- \*R5555-8 Piedmont Bible College
- R5560-8 Queens College
- \*R5214-2 Saint Andrews Presbyterian College
- R5596-2 Saint Augustine's Coll.
- \*R5607-7 Salem College
- \*R5612-7 Shaw University
- R5620-0 Southeastern Baptist Theol. Sem.
- University of North Carolina:
  - R5013-8 Asheville
  - ▲R5816-4 Chapel Hill
  - R5105-2 Charlotte
  - R5913-9 Greensboro
  - R5907-1 Wilmington
  - ▲R5885-9 Wake Forest University
  - \*R5886-7 Warren Wilson College
  - R5897-4 Western Carolina Univ.
  - \*R5909-7 Winston-Salem St. U.

**NORTH DAKOTA**

- \*R6318-0 Jamestown College
- R6479-0 Minot State College
- R6474-1 North Dakota St. U.
- R6878-3 University of N. Dakota
- \*R6480-8 Valley City State College
- OHIO
- R1827-5 Air Force Inst. of Tech.
- R1017-3 Antioch College
- R1021-5 Ashland College
- R1050-4 Baldwin-Wallace College
- \*R1067-8 Bluffton College
- \*R1075-1 Borromeo Coll. of Ohio
- ▲R1069-4 Bowling Green St. U.
- R1099-1 Capital University
- ▲R1105-6 Case Western Reserve University
- \*R1151-0 Cedarville College
- R1107-2 Central State University
- R1124-7 Cleveland Inst. of Music

**Ohio (cont'd)**

- R1221-1 Cleveland State Univ.
- \*R1129-6 College of Mt. St. Joseph
- R1133-8 College of Steubenville
- R1134-6 College of Wooster
- \*R1162-7 Defiance College
- \*R1164-3 Denison University
- \*R1599-0 Edgely College
- \*R1223-7 Findlay College
- R1291-4 Hebrew Union College
- \*R1292-2 Heidelberg College
- \*R1297-1 Hiram College
- R1342-5 John Carroll University
- ▲R1367-2 Kent State University
- \*R1370-6 Kenyon College
- R1391-2 Lake Erie College
- \*R1439-9 Malone College
- \*R1444-9 Marietta College
- R1542-0 Medical College of Ohio
- ▲R1463-9 Miami University
- \*R1492-8 Mount Union College
- \*R1496-9 Muskingum College
- \*R1566-9 Notre Dame College
- R1587-5 Oberlin College
- R1589-1 Ohio C. of Podiatric Med.
- R1131-2 Ohio Dominican College
- R1591-7 Ohio Northern University
- ▲R1592-5 Ohio State University
- R1593-3 Ohio University
- R1594-1 Ohio Wesleyan Univ.
- \*R1597-4 Otterbein College
- R1348-2 Pontifical C. Josephinum
- R1660-0 Rabbinal C. of Telshe
- R1691-5 Saint Mary Seminary
- R1214-6 Trinity Lutheran Sem.
- ▲R1829-1 University of Akron
- ▲R1833-3 University of Cincinnati
- ▲R1834-1 University of Dayton
- R1845-7 University of Toledo
- \*R1926-5 Walsh College
- \*R1906-7 Wilberforce University
- \*R1909-1 Wilmington College
- R1922-4 Wittenberg University
- ▲R1179-1 Wright State University
- R1965-3 Xavier University
- R1975-2 Youngstown State Univ.

**OKLAHOMA**

- R6036-8 Bethany Nazarene Coll.
- \*R6080-6 Cameron University
- R6091-3 Central State University
- R6186-1 East Central Oklahoma St. U.
- \*R6361-0 Langston University
- R6485-7 Northeastern Oklahoma St. U.
- R6493-1 Northwestern Oklahoma St. U.
- \*R6541-7 Oklahoma Baptist Univ.
- \*R6086-3 Oklahoma Christian C.
- R6543-3 Oklahoma City C.
- \*R6571-4 Oklahoma Panhandle State University
- ▲R6546-6 Oklahoma State Univ.
- R6552-4 Oral Roberts University
- R6579-7 Phillips University
- R6657-1 Southeastern Oklahoma St. U.
- R6673-8 Southwestern Oklahoma St. U.
- R6879-1 University of Oklahoma:
  - R6902-1 Health Sciences Ctr.
  - \*R6544-1 University of Sci. & Arts of Oklahoma
- R6883-3 University of Tulsa

**OREGON**

- R4300-0 Eastern Oregon St. C.
- R4384-4 Lewis and Clark College
- R4387-7 Linfield College
- R4491-7 Mount Angel Seminary
- \*R4585-6 Museum Art School
- R4586-6 Oregon C. of Educ.
- R4592-2 Oregon Graduate Center
- ▲R4586-4 Oregon State University
- R4601-1 Pacific State Univ.
- R4610-2 Portland State Univ.
- R4650-2 Reed College
- R4702-7 Southern Oregon St. C.
- ▲R4846-2 University of Oregon:
  - R4871-0 Dental School
  - R4865-2 Medical School
  - R4847-0 University of Portland
  - R4968-4 Western Cons. Bap. Sem.
- R4954-4 Willamette University

**PENNSYLVANIA**

- R2002-4 Academy of the New Church
- R2004-0 Albright College
- R2006-5 Allegheny College
- \*R2021-4 Alleghenyl Coll. of St. Francis de Sales
- \*R2007-3 Alliance College
- \*R2431-5 Alvernia College
- R2039-6 Beaver College
- R2646-8 Bloomsburg St. C.



## Pennsylvania (cont'd)

- R2049-5 Bryn Mawr College  
R2050-3 Bucknell University  
\*R2071-9 Cabrin College  
\*R2421-6 California St. C.  
\*R2421-6 Carlow College  
\*R2074-3 Carnegie-Mellon Univ.  
\*R2079-2 Cedar Crest College  
\*R2081-8 Chatham College  
\*R2082-6 Chestnut Hill College  
R2648-4 Cheyney State College  
R2649-2 Clarion State College  
R2087-5 College Misericordia  
\*R2510-6 Delaware Valley C. of Sci. & Agr.  
\*R2186-5 Dickinson College  
R2194-9 Drexel University  
R2195-6 Dropsie University  
R2196-4 Duquesne University  
R2650-0 East Stroudsburg St. C.  
R2221-0 Eastern Baptist Theol. Sem.  
\*R2220-2 Eastern College  
R2651-8 Edinboro State College  
\*R2225-1 Elizabethtown College  
R2261-6 Franklin & Marshall Coll.  
R2270-7 Gannon University  
\*R2273-1 Geneva College  
\*R2275-6 Gettysburg College  
\*R2277-2 Grove City College  
\*R2278-0 Gwynedd-Mercy College  
\*R2306-9 Hahnemann Coll. of Allied Health Prof.  
\*R2285-5 Hahnemann Med. Coll. Grad. School  
\*R2289-7 Haverford College  
\*R2297-0 Holy Family College  
\*R2320-0 Immaculata College  
R2652-6 Indiana University of Pennsylvania  
\*R2341-6 Juniata College  
\*R2353-1 King's College  
R2653-4 Kutztown State College  
R2363-0 La Salle College  
\*R2361-4 Lafayette College  
\*R2388-7 Lancaster Bible College  
R2908-2 Lancaster Theol. Sem.  
\*R2364-8 Lebanon Valley College  
\*R2365-5 Lehigh University  
\*R2367-1 Lincoln University  
R2654-2 Lock Haven St. C.  
R2371-3 Lutheran Theol. Sem., Phila.  
\*R2372-1 Lyscoming College  
R2655-9 Mansfield State College  
R2401-8 Mary Immaculate Sem.  
R2407-5 Maryland College  
R2980-1 Medical College of Pennsylvania  
\*R2410-9 Mercyhurst College  
\*R2411-7 Messiah College  
R2656-7 Millersville State College  
R2418-2 Moravian College  
R2424-0 Muhlenberg College  
\*R2628-6 Our Lady of Angels Coll.  
R2645-0 Pennsylvania Coll. of Optometry  
Pennsylvania State University:  
R2705-2 Coll. of Medicine  
R2708-6 Middletown  
R2723-5 Radnor  
\*R2660-9 University Park  
R2664-1 Philadelphia C. of Art  
\*R2661-7 Philadelphia C. of Bible  
R2662-5 Philadelphia C. of Osteopathic Med.  
R2663-3 Philadelphia C. of Pharmacy & Sci.  
R2666-6 Philadelphia C. of Textiles & Sci.  
\*R2667-4 Pittsburgh Theol. Sem.  
\*R2676-5 Point Park College  
R2779-7 Reconstructionist  
R2756-5 Reformed Presbyterian Theol. Sem.  
\*R2763-1 Rosemont College  
R2797-9 Saint Francis College  
R2801-9 Saint Joseph's Univ.  
\*R2808-4 Saint Vincent College  
\*R2812-6 Seton Hill College  
R2657-5 Shippensburg St. C.  
R2658-3 Slippery Rock Univ.  
\*R2820-9 Susquehanna University  
R2821-7 Swarthmore College  
\*R2906-6 Temple University  
R2917-3 Health Sciences Ctr.  
\*R2910-8 Thiel College  
\*R2999-1 Thomas Jefferson Univ., Coll. of Grad. Studies  
R2926-4 University of Pennsylvania  
R2023-0 Annenberg School  
R2986-8 Coll. General Studs.

## Pennsylvania (cont'd)

- R2943-9 School of Education  
R2954-6 Wharton Doctoral Prog.  
\*R2927-2 University of Pittsburgh: Johnstown  
\*R2934-8 University of Scranton  
\*R2929-8 Ursinus College  
\*R2931-4 Villa Maria College  
R2957-9 Villanova University  
R2959-5 Washington & Jefferson College  
R2967-8  
\*R2969-4 Waynesburg College  
R2659-1 West Chester State Coll.  
R2975-1 Westminster College  
R2976-9 Westminster Theol. Sem.  
R2642-7 Widener College  
R2977-7 Wilkes College  
\*R2979-3 Wilson College  
R2991-8 York C. of Pennsylvania  
**RHODE ISLAND**  
\*R3692-1 Barrington College  
\*R3094-0 Brown University  
\*R3095-7 Bryant College  
R3759-8 Newport C./Salve Regina  
R3693-9 Providence College  
\*R3724-2 Rhode Island College  
R3726-7 Rhode Island School of Design  
\*R3729-2 Roger Williams College  
R3919-8 University of Rhode Island  
**SOUTH CAROLINA**  
\*R5006-2 Allen University  
\*R5079-9 Baptist C. at Charleston  
\*R5056-7 Benedict College  
R5065-8 Bob Jones University  
R5108-6 Citadel, The  
\*R5109-4 Claflin College  
\*R5112-8 Clemson University  
\*R5112-8 Coker College  
R5113-6 College of Charleston  
R5116-9 Columbia Bible College  
R5117-7 Columbia College  
R5121-9 Converse College  
R5188-8 Erskine College  
R5442-9 Francis Marion College  
R5222-5 Furman University  
\*R5363-7 Lander College  
\*R5366-0 Limestone College  
R5407-2 Medical Univ. of S.C.  
\*R5418-9 Morris College  
\*R5493-2 Newberry College  
\*R5540-0 Presbyterian College  
R5618-4 South Carolina St. Coll.  
University of South Carolina:  
\*R5818-0 Columbia  
R5837-0 Conway  
R5850-3 Spartanburg  
\*R5863-6 Voorhees College  
R5910-5 Winthrop College  
\*R5912-1 Wofford College  
**SOUTH DAKOTA**  
R6015-2 Augustana College  
R6042-6 Black Hills State College  
\*R6155-6 Dakota Wesleyan Univ.  
\*R6416-2 Mount Marty College  
R6487-3 Northern State College  
\*R6651-4 Sioux Falls College  
R6652-2 South Dakota Sch. of Mines & Tech.  
R6653-0 South Dakota St. U.  
University of South Dakota:  
\*R6662-1 Springfield  
R6681-7 Vermillion  
\*R6983-1 Yankton College  
**TENNESSEE**  
R1028-0 Austin Peay State Univ.  
\*R1058-7 Belmont College  
\*R1063-7 Bethel College  
\*R1908-3 Bryan College  
\*R1102-3 Carson-Newman College  
R1078-5 Center for Urban & Public Affairs  
\*R1121-3 Christian Brothers Coll.  
\*R6124-2 Covenant College  
\*R1161-9 David Lipscomb College  
\*R1198-1 East Tennessee St. U.  
R1224-5 Fisk University  
\*R1371-4 King College  
\*R1373-0 Knoxville College  
\*R1394-6 Lambuth College  
\*R1395-3 Lane College  
\*R1401-9 Lee College  
\*R1403-5 LeMoyné-Owen College  
\*R1408-4 Lincoln Memorial Univ.  
\*R1454-8 Maryville College  
R1458-9 Meharry Medical College  
R1459-7 Memphis State Univ.

## Tennessee (cont'd)

- \*R1466-2 Middle Tennessee St. University  
\*R1469-6 Milligan College  
R1712-9 Scarritt College for Christian Workers  
\*R1727-7 Southern Missionary C.  
\*R1730-1 Southwestern at Memphis  
R1803-6 Tennessee State Univ.  
\*R1804-4 Tennessee Tech. Univ.  
R1818-4 Tennessee Temple Univ.  
\*R1805-1 Tennessee Wesleyan C.  
\*R1809-3 Trevecca Nazarene Coll.  
\*R1812-7 Tusculum College  
\*R1826-7 Union University  
R1842-4 University of the South  
University of Tennessee:  
R1831-7 Chattanooga  
\*R1843-2 Knoxville: Indust. & Organi. Psychology  
R1970-3  
\*R1844-0 Martin  
R1850-7 Memphis  
R1887-9 Tullahoma  
\*R1871-3 Vanderbilt University:  
R1247-6 George Peabody C.  
**TEXAS**  
Abilene Christian University:  
R6001-2 Abilene  
R6140-8 Garland  
R6861-9 Academy of Health Sci.  
United States Army  
Angelo State University  
R6644-9 Austin College  
R6016-0 Austin Presbyterian Theol. Sem.  
R6018-6 Baylor Coll. of Dentistry  
R6052-5 Baylor Coll. of Medicine  
R6032-7 Baylor University  
R6040-0 Bishop College  
R6849-4 Corpus Christi St. Univ.  
\*R6159-8 Dallas Baptist College  
R6156-4 Dallas Theol. Sem. & Grad. Sch. of Theol.  
\*R6187-9 East Texas Baptist Coll.  
East Texas State University:  
R6188-7 Commerce  
R6206-7 Texarkana  
R6202-6 Episcopal Theol. Sem. of the Southwest  
R6268-7 Hardin-Simmons Univ.  
R6282-8 Houston Baptist Univ.  
\*R6278-6 Howard Payne Univ.  
\*R6280-2 Huston-Tillotson College  
R6303-2 Incarnate Word College  
\*R6319-8 Jarvis Christian College  
R6360-2 Lamar University  
R6838-7 Laredo State University  
\*R6378-4 Lubbock Christian Coll.  
R6402-2 McMurry College  
R6408-9 Midwestern State Univ.  
R6481-6 North Texas State Univ.  
R6550-8 Our Lady of the Lake Univ. of San Antonio  
R6570-6 Pan American U., Edinburg  
R6580-5 Prairie View A. & M. Univ.  
R6609-2 Rice University  
\*R6619-1 Saint Edward's Univ.  
R6637-3 Saint Mary's University  
\*R6643-1 Sam Houston State U.  
\*R6660-5 Southern Methodist U.  
R6667-0 Southwest Texas St. Univ.  
\*R6671-2 Southwestern Adventist College  
R6668-8 Southwestern Baptist Theol. Sem.  
R6674-6 Southwestern University  
R6682-9 Stephen F. Austin St. Univ.  
\*R6685-2 Sul Ross State Univ.  
R6817-1 Tarleton State University  
\*R6822-1 Texas A&M University:  
College Station:  
\*R6003-8 Veterinary Med.  
R6812-2 Texas Christian Univ.  
\*R6820-5 Texas College  
\*R6821-3 Texas Lutheran College  
\*R6823-9 Texas Southern Univ.  
R6827-0 Texas Tech University  
R6828-8 Texas Wesleyan College  
R6826-2 Texas Woman's Univ.  
\*R6831-2 Trinity University  
R6900-5 U. S. Air Force Sch. Health Care Scis.  
R6868-4 University of Dallas  
University of Houston:  
R6916-1 Clear Lake City

## Texas (cont'd)

- R6870-0 Houston  
R6917-9 Victoria  
R6936-6 University of Mary  
Hardin-Baylor  
R6880-9 University of Saint Thomas  
University of Texas:  
R6013-7 Arlington  
\*R6882-5 Austin  
\*R6897-3 Dallas: Health Science Ctr.  
R6886-0 El Paso  
R6829-6  
\*R6887-4  
R6907-0 Houston:  
R6888-2 Biomedical Sci.  
R6853-6 Dental School  
R6906-2 Nursing  
R6914-6 Odessa  
R6919-5 San Antonio:  
R6908-8 Health Science Ctr.  
R6850-2 Tyler  
R6930-2 Wayland Baptist College  
R6938-5 West Texas State Univ.  
\*R6940-1 Wiley College  
**UTAH**  
R4019-6 Brigham Young Univ.: Instructional Sci.  
R4248-1 Southern Utah St. Coll.  
\*R4092-3 University of Utah  
\*R4853-8 Utah State University  
R4857-9 Weber State College  
R4941-1 Westminster College  
\*R4948-6  
**VERMONT**  
R3080-9 Bennington College  
R3765-5 Castleton State College  
R3416-5 Goddard College  
R3766-3 Johnson State College  
\*R3767-1 Lyndon State College  
\*R3509-7 Marlboro College  
R3526-1 Middlebury College  
R3669-9 Norwich University  
\*R3757-2 Saint Michael's College  
\*R3900-8 Trinity College  
R3920-6  
**VIRGINIA**  
R5017-9 Averett College  
\*R5069-0 Bridgewater College  
\*R5128-4 Christopher Newport C.  
\*R5124-3 Clinch Valley College  
R5115-1 College of William & Mary  
R5702-6 Defense Systems Mgt. Sch.  
\*R5181-3 Eastern Mennonite Coll.  
\*R5185-4 Emory and Henry Coll.  
R5827-1 George Mason University  
\*R5291-0 Hampden-Sydney Coll.  
R5292-8 Hampton Institute  
R5294-4 Hollins College  
R5321-5 Institute of Textile Tech.  
R5392-6 James Madison Univ.  
R5368-6 Longwood College  
R5372-8 Lynchburg College  
\*R5397-5 Mary Baldwin College  
R5398-3 Mary Washington Coll.  
R5864-4 Norfolk State Univ.  
\*R5126-8 Old Dominion University  
R5243-1 Presbyterian Sch. Christian Ed.  
R5542-6 Protestant Episcopal Theol. Sem.  
R5565-7 Radford University  
\*R5566-5 Randolph-Macon Coll.  
\*R5567-3 Randolph-Macon Woman's College  
\*R5571-5 Roanoke College  
\*R5604-4 Saint Paul's College  
\*R5613-5 Shenandoah College & Conservatory of Music  
\*R5634-1 Sweet Briar College  
R5805-7 Union Theological Sem.  
R5852-9 U. S. Army Civil Schs. Br.  
University of Richmond:  
R5808-1 Graduate Division  
\*R5569-9 Richmond College  
\*R5341-3 University College  
\*R5817-2 Westhampton College  
\*R5820-6 University of Virginia:  
R5836-2 Engineering & Applied Science  
Virginia Commonwealth University:  
\*R5570-7 Academic Division  
R5866-9 Allied Health Prof.  
R5408-0 Health Sciences Div.  
R5877-6 Virginia Consortium for Prof. Psychology  
R5871-9 Virginia Institute of Marine Science

## Virginia (cont'd)

- R5858-6 Virginia Military Inst.  
\*R5859-4 Virginia Polytechnic Inst. & State Univ.  
R5860-2 Virginia State Univ.  
R5862-8 Virginia Union Univ.  
\*R5867-7 Virginia Wesleyan Coll.  
R5887-5 Washington & Lee Univ.  
**WASHINGTON**  
R4044-4 Central Washington U.  
R4301-8 Eastern Washington U.  
\*R4292-9 Evergreen State College  
R4330-7 Gonzaga University  
R4597-1 Pacific Lutheran Univ.  
R4694-6 Seattle Pacific Univ.  
R4695-3 Seattle University  
R4067-5 University of Puget Sound  
R4854-6 University of Washington  
R4940-3 Walla Walla College  
\*R4705-0 Washington State Univ.  
R4947-8 Western Washington U.  
R4951-0 Whitman College  
R4953-6 Whitworth College  
**WEST VIRGINIA**  
\*R5005-4 Alderson-Broadbent Coll.  
\*R5060-9 Bethany College  
\*R5064-1 Bluefield State College  
\*R5120-1 Concord College  
\*R5151-6 Davis and Elkins College  
\*R5211-8 Fairmont State College  
\*R5254-8 Glenville State College  
R5396-7 Marshall University  
R5608-5 Salem College  
\*R5615-0 Shepherd College  
R5419-7 University of Charleston  
R5901-4 West Liberty State Coll.  
R5924-6 West Virginia Coll. of Graduate Studies  
\*R5902-2 West Virginia Inst. of Technology  
R5903-0 West Virginia State Coll.  
R5904-8 West Virginia University  
R5905-5 West Virginia Wesleyan College  
\*R5906-3 Wheeling College  
**WISCONSIN**  
\*R1012-4 Alverno College  
R1059-5 Beloit College  
R1100-7 Cardinal Stritch College  
\*R1101-5 Carroll College  
R1103-1 Carthage College  
\*R1289-8 Holy Redeemer College  
\*R1389-6 Institute of Paper Chemistry  
\*R1398-7 Lawrence University  
\*R1448-0 Marquette University  
\*R1519-8 Medical C. of Wisconsin  
\*R1490-2 Mount Mary College  
R1550-3 Nashotah House  
\*R1561-0 Northland College  
\*R1664-2 Ripon College  
R1692-3 Saint Francis Sem. Sch. of Pastoral Ministry  
\*R1706-1 Saint Norbert College  
University of Wisconsin:  
\*R1913-3 Eau Claire  
R1859-8 Green Bay  
R1914-1 La Crosse  
\*R1846-5 Madison:  
R1951-3 Inst. for Environmtl. Stds.  
R1956-2 Plant Pathology  
R1740-0 Menomonie  
\*R1473-8 Milwaukee  
R1916-6 Oshkosh  
R1860-6 Parkside  
R1917-4 Platteville  
R1918-2 River Falls  
R1919-0 Stevens Point  
R1920-8 Superior  
R1921-6 Whitewater  
\*R1878-8 Viterbo College  
**WYOMING**  
R4855-3 University of Wyoming  
**COMMONWEALTH OF PUERTO RICO**  
R0910-0 Catholic U. of Puerto Rico  
Inter-American U. of Puerto Rico:  
R0873-0 Hato Rey  
R0946-4 San German  
University of Puerto Rico:  
R0912-6 Mayaguez  
R0960-5 Medical Sciences  
R0979-5 Rio Piedras  
**GUAM**  
R0959-7 University of Guam  
**VIRGIN ISLANDS**  
R0879-7 College of the Virgin Islands



## FOREIGN COUNTRIES

### CANADA

R0901-9 Acadia University  
R0905-0 Brandon University  
R0895-3 Brock University  
R0854-0 Carleton University  
Concordia University:  
\* R0932-4 Loyola  
R0956-3 Sir George Williams  
R0915-9 Dalhousie University  
R0888-8 Lakehead University  
R0889-6 Laurentian University  
R0935-7 McGill University  
R0936-5 McMaster University  
R0885-4 Memorial University of Newfoundland  
R0939-9 Mount Allison University  
R0865-6 Mount St. Vincent Univ.  
R0945-6 Ontario Inst. for Stds. in Educ.  
R0949-8 Queen's University  
R0953-0 Saint Francis Xavier U.  
R0803-7 Saint Thomas University

### Canada (cont'd)

R0999-3 Simon Fraser University  
R0896-1 Trent University  
R0963-9 University of Alberta  
R0965-4 University of British Columbia  
R0813-6 University of Calgary  
R0892-0 University of Guelph  
R0931-6 University of Laval  
R0973-8 University of Manitoba  
R0992-8 University of Montreal  
R0976-1 University of New Brunswick  
R0993-6 University of Ottawa  
\* R0941-5 University of Prince Edward Island  
R0830-0 University of Regina  
R0980-3 University of Saskatchewan  
R0982-9 University of Toronto  
R0989-4 University of Victoria  
R0996-9 University of Waterloo  
R0984-5 University of W. Ontario  
R0904-3 University of Windsor  
R0893-8 Wilfrid Laurier Univ.  
R0894-6 York University

### EGYPT

R0903-5 American Univ. in Cairo

### ENGLAND

R0968-8 University of Birmingham  
R0972-0 University of London

### GERMANY, FEDERAL REPUBLIC OF

R0821-9 Boston University  
R9264-3 Deutscher Akademischer Austauschdienst  
R0940-7 University of Southern Calif.

### INDIA

R0833-4 University of Bombay

### IRELAND

R0858-1 University of Dublin

### ISRAEL

R0967-0 Bar-Ilan University  
R0859-9 Hebrew U. of Jerusalem  
R0810-2 Tel Aviv University  
R0955-5 University of Haifa

### JAPAN

R0860-7 International Christian University  
R0761-7 University of Maryland  
R0819-3 Sophia University

### KUWAIT

R0768-2 Kuwait University

### LEBANON

R0902-7 American Univ. of Beirut

### MEXICO

R0843-3 Instituto Tecnológico de Monterrey  
R0938-1 Universidad de las Américas  
R0975-3 Universidad Nacional Autónoma de México

### PHILIPPINES

R0978-7 University of the Philippines

### SAUDI ARABIA

R0868-0 University of Petroleum & Minerals

### SCOTLAND

R0917-5 University of Edinburgh

### SWITZERLAND

R0878-9 American College in Switzerland/International Grad. Univ.

### TAIWAN

R0802-9 Taiwan University

### THAILAND

R0918-3 Asian Inst. of Tech.

### WALES

R0799-7 University College, Cardiff

\*Undergraduate only (DO NOT USE IN ITEM 13).

## FELLOWSHIP SPONSOR CODE LIST (for Item 13)

Various organizations use GRE scores in considering candidates for graduate fellowships. However, test scores should not be directed to a fellowship sponsor unless you have filed an application with it or have been requested by the sponsor.

to send scores. If you are eligible to designate a sponsor not included in this list, see the Supplementary Registration Instructions (item 13) for information on how to enter it. For proper handling enter "00" in the department code boxes.

R3311-8 Accreditation Scholarship, Comm. for High Ed., Connecticut	R0120-6 California Graduate Fellowship	R5285-2 Georgia Rotary Student Fund	▲R5508-7 National Wildlife Federation	R2199-8 Regents Examinations and Scholarship Center (New York State Ed. Dept.)
R9250-2 Afghan American Educational Comm.	R2210-3 Catholic Library Association	R0472-1 Georgia St. Scholarship	R2588-2 Nurses Educational Funds	R1768-1 Society of Actuaries
R2151-9 African American Inst.	R2318-4 Charles L. Fortescue Fellowship (Inst. of Elect. Engr.)	R0961-3 Malaysian American Commission	R5967-5 Pharmaceutical Manufacturers Association	R5624-2 Southern Fellowships Fund
R9355-9 Agricultural Development Council	R7217-3 CIC Minority Fellowship	R5487-4 National Fellowships Fund, Atlanta	R0087-7 Presbyterian Graduate Fellowship	R9214-8 United States Educational Comm., Spain
▲R5024-5 American Sociological Association	R5284-5 Eleutherian Mills-Hagley Foundation	R2514-8 National Foundation for Jewish Culture		R3922-2 Winston Churchill Foundation
R5027-8 AMIDEAST	R5239-9 Federal Reserve System Doctoral Fellowship	R0145-3 National Scholarship Trust Fund for the Graphic Arts		
R0017-4 Barr Fellowship	R0179-2 Garden State Graduate Fellowship	▲R5509-5 National Science Foundation		

▲Minority Graduate Student Locator Service participant.

## DEPARTMENT CODE LIST (for Item 13)—MAJOR FIELD CODE LIST (for Questions I and K)

### HUMANITIES

11 Archaeology  
12 Architecture  
26 Art History  
13 Classical Languages  
28 Comparative Literature  
53 Dramatic Arts  
14 English  
29 Far Eastern Languages and Literature  
15 Fine Arts, Art, Design  
16 French  
17 German  
58 Italian  
04 Linguistics  
19 Music  
57 Near Eastern Languages and Literature  
20 Philosophy  
21 Religious Studies or Religion  
22 Russian  
23 Spanish

24 Speech

10 Other Foreign Languages  
98 Other Humanities

### SOCIAL SCIENCES

27 American Studies  
81 Anthropology  
82 Business and Commerce  
83 Communications  
84 Economics  
85 Education (including M.A. in Teaching)  
01 Educational Administration  
09 Educational Psychology  
70 Geography  
92 Government  
99 Guidance and Counseling  
86 History  
87 Industrial Relations and Personnel  
88 International Relations  
18 Journalism  
89 Law

90 Library Science

91 Physical Education  
92 Political Science  
93 Psychology  
94 Public Administration  
55 Slavic Studies  
79 Social Psychology  
95 Social Work  
96 Sociology  
97 Urban Development (Regional Planning)  
80 Other Social Sciences

### BIOLOGICAL SCIENCES

31 Agriculture  
32 Anatomy  
05 Audiology  
33 Bacteriology  
34 Biochemistry  
35 Biology  
36 Biophysics  
37 Botany  
38 Dentistry

39 Entomology

40 Forestry  
06 Genetics  
41 Home Economics  
25 Hospital and Health Services Administration  
42 Medicine  
07 Microbiology  
43 Nursing  
77 Nutrition  
44 Occupational Therapy  
45 Optometry  
46 Osteopathy  
08 Parasitology  
56 Pathology  
03 Pharmacology  
47 Pharmacy  
48 Physical Therapy  
49 Physiology  
50 Public Health  
51 Veterinary Medicine  
52 Zoology  
30 Other Biological Sciences

### PHYSICAL SCIENCES

54 Applied Mathematics  
61 Astronomy  
62 Chemistry  
78 Computer Sciences  
63 Engineering, Aeronautical  
64 Engineering, Chemical  
65 Engineering, Civil  
66 Engineering, Electrical  
67 Engineering, Industrial  
68 Engineering, Mechanical  
69 Engineering, Other  
71 Geology  
72 Mathematics  
73 Metallurgy  
74 Mining  
75 Oceanography  
76 Physics  
59 Statistics  
60 Other Physical Sciences

02 ANY DEPARTMENT NOT LISTED



# FOREIGN COUNTRY CODES

(USE IN ITEM 14b IF YOU LIVE IN A FOREIGN COUNTRY AND DO NOT HAVE AN APO ADDRESS.)

001 Afghanistan	115 Chile	245 Honduras	350 Madagascar	455 Paraguay	550 Tahiti
005 Algeria	120 Colombia	250 Hong Kong	355 Malawi	460 Peru	555 Taiwan (Republic of China)
015 Argentina	125 Congo (Republic of)	251 Hungary	360 Malaysia	465 Philippines	560 Tanzania
020 Australia	130 Costa Rica	255 Iceland	363 Mali	470 Poland	565 Thailand
025 Austria	135 Cuba	260 India	365 Malta	475 Portugal	567 Togo
030 Azores	140 Cyprus	265 Indonesia	369 Mauritania	480 Rhodesia	570 Tonga
035 Bahamas	141 Czechoslovakia	270 Iran	370 Mauritius	483 Romania	575 Trinidad and Tobago
040 Bahrain	150 Denmark	273 Iraq	375 Mexico	485 Russia	580 Tunisia
045 Bangladesh	155 Dominican Republic	275 Ireland	380 Morocco	487 Rwanda	585 Turkey
050 Barbados	165 Ecuador	280 Israel	385 Mozambique	490 Saudi Arabia	590 Uganda
055 Belgium	170 Egypt	285 Italy	387 Nepal	495 Scotland	591 United Arab Emirates
056 Belize	175 El Salvador	290 Ivory Coast	390 Netherlands	497 Senegal	593 Upper Volta
058 Benin	180 England	295 Jamaica	395 Netherlands Antilles	500 Sierra Leone	595 Uruguay
060 Bermuda	185 Ethiopia	300 Japan	400 New Guinea	505 Singapore	600 Venezuela
065 Bolivia	190 Fiji	305 Jordan	405 New Zealand	507 Somalia	605 Vietnam
070 Botswana	195 Finland	310 Kenya	420 Nicaragua	510 South Africa	610 Wales
075 Brazil	200 France	315 Korea	425 Niger	515 Spain	210 West Germany
085 Bulgaria	205 Gambia	320 Kuwait	430 Nigeria	520 Sri Lanka	615 West Indies Associated States
090 Burma	215 Ghana	325 Laos	435 Norway	525 Sudan	620 Western Samoa
095 Cameroon	220 Greece	330 Lebanon	440 Okinawa	527 Surinam	623 Yemen
100 Canada	225 Greenland	333 Lesotho	443 Oman (Sultanate of)	530 Swaziland	625 Yugoslavia
105 Canary Islands	230 Guatemala	335 Liberia	445 Pakistan	535 Sweden	630 Zaire (Republic of)
110 Cayman Islands	233 Guinea	340 Libya	450 Panama	540 Switzerland	635 Zambia
113 Central African Empire	235 Guyana	345 Luxembourg	400 Papua New Guinea	545 Syria	999 Other country
114 Chad	240 Haiti				

## OFFICIAL POSTAL SERVICE ABBREVIATIONS FOR STATES AND TERRITORIES:

Alabama . . . . . AL	Colorado . . . . . CO	Idaho . . . . . ID	Maryland . . . . . MD	New Hampshire NH	Oklahoma . . . . . OK	Utah . . . . . UT
Alaska . . . . . AK	Connecticut . . . CT	Illinois . . . . . IL	Massachusetts . MA	New Jersey . . . NJ	Oregon . . . . . OR	Vermont . . . . . VT
American Samoa . . . . . AS	Delaware . . . . . DE	Indiana . . . . . IN	Michigan . . . . . MI	New Mexico . . . NM	Pennsylvania . . PA	Virginia . . . . . VA
Arizona . . . . . AZ	District of Columbia . . . DC	Iowa . . . . . IA	Minnesota . . . MN	New York . . . . . NY	Puerto Rico . . . PR	Virgin Islands . . . VI
Arkansas . . . . . AR	Florida . . . . . FL	Kansas . . . . . KS	Mississippi . . . MS	North Carolina . NC	Rhode Island . . . RI	Washington . . . WA
California . . . . . CA	Georgia . . . . . GA	Kentucky . . . . . KY	Missouri . . . . . MO	North Dakota . . ND	South Carolina . . SC	West Virginia . . WV
Canal Zone . . . . . CZ	Louisiana . . . . . LA	Kentucky . . . . . KY	Montana . . . . . MT	North Dakota . . ND	South Dakota . . . SD	Wisconsin . . . . WI
Caroline Islands . TT	Maine . . . . . ME	Marshall Islands . TT	Nebraska . . . . . NE	Northern Mariana Islands . . . CM	Tennessee . . . . TN	Wyoming . . . . . WY
	Hawaii . . . . . HI		Nevada . . . . . NV	Ohio . . . . . OH	Texas . . . . . TX	

## FOR STREET ADDRESSES:

Apartment . . . . . APT	Court . . . . . CT	Headquarters . . HQ	Mount . . . . . MT	Pike . . . . . PI	Route . . . . . RT	Trailer . . . . . TRLR
Avenue . . . . . AVE	Drive . . . . . DR	Heights . . . . . HTS	Mountain . . . . . MTN	Place . . . . . PL	South . . . . . S	Turnpike . . . . . TPKE
Boulevard . . . . . BLVD	East . . . . . E	Highway . . . . . HWY	North . . . . . N	Point . . . . . PT	Street . . . . . ST	Way . . . . . WY
Box . . . . . BX	Fort . . . . . FT	Lake . . . . . LK	Park . . . . . PK	Port . . . . . PRT	Terrace . . . . . TER	West . . . . . W
Broadway . . . . . BDWY	Garden . . . . . GDN	Lane . . . . . LN	Parkway . . . . . PKY	Road . . . . . RD	Trail . . . . . TRL	

## FOR CANADIAN PROVINCES AND TERRITORIES:

Alberta . . . . . AB	New Brunswick . . . . . NB	Nova Scotia . . . . . NS	Quebec . . . . . PQ
British Columbia . . . . . BC	Newfoundland . . . . . NF	Ontario . . . . . ON	Saskatchewan . . . . . SK
Labrador . . . . . LB	Northwest Territories . . . NT	Prince Edward Island . . . PE	Yukon Territory . . . . . YT
Manitoba . . . . . MB			

## STATE CODE LIST (for Question C)

01 Alabama	08 Delaware	14 Illinois	21 Maryland	28 Nebraska	34 North Carolina	40 Rhode Island	47 Virginia
02 Alaska	09 District of Columbia	15 Indiana	22 Massachusetts	29 Nevada	35 North Dakota	41 South Carolina	55 Virgin Islands
03 Arizona		16 Iowa	23 Michigan	30 New Hampshire	36 Ohio	42 South Dakota	48 Washington
04 Arkansas	10 Florida	17 Kansas	24 Minnesota	31 New Jersey	37 Oklahoma	43 Tennessee	49 West Virginia
05 California	11 Georgia	18 Kentucky	25 Mississippi	32 New Mexico	38 Oregon	44 Texas	50 Wisconsin
06 Colorado	12 Hawaii	19 Louisiana	26 Missouri	33 New York	39 Pennsylvania	45 Utah	51 Wyoming
07 Connecticut	13 Idaho	20 Maine	27 Montana		54 Puerto Rico	46 Vermont	



# GRE 1980-81 Test or Center Change Form

Use this form to change the test or test center for which you have registered, but not the test date. To transfer to another test date, follow the instructions on page 11 in the *Bulletin*. No changes can be made after the final registration deadline. (See the calendar on the back cover.)

PLEASE PRINT ALL INFORMATION CALLED FOR BELOW.

NAME Print your last name, first name, and middle initial in the spaces provided.										
	LAST NAME									
	FIRST NAME									
	MIDDLE INITIAL									

REGISTRATION NUMBER (if available)
---------------------------------------

Male	Female	DATE OF BIRTH	MONTH	DAY	YEAR
1	2				19

Check amount enclosed (from total entered at lower right of form) and method of payment

\$5 ☐ \$20 ☐ \$25 ☐

<input type="checkbox"/> INTERNATIONAL MONEY ORDER	<input type="checkbox"/> U.S. BANK DRAFT	<input type="checkbox"/> UNESCO COUPON	<input type="checkbox"/> INTERNATIONAL POSTAL REPLY COUPON	<input type="checkbox"/> U.S. CHECK	<input type="checkbox"/> MONEY ORDER
--	--	--	--	-------------------------------------	--------------------------------------

U.S. SOCIAL SECURITY NUMBER
OPTIONAL — ENTER IF AVAILABLE.

ADDRESS for your admission ticket (Abbreviate — see page 58.)

NUMBER, STREET, AND APARTMENT NUMBER									
CITY									
STATE									
U.S. ZIP CODE									
FOREIGN COUNTRY CODE									
SEE PAGE 58 IN BULLETIN.									

Enter code here ONLY if you do not have a U.S. ZIP code.

TEST DATE	Check the one test date for which you are registered.	Oct. 18 <input type="checkbox"/>	Dec. 13 <input type="checkbox"/>	Feb. 7 <input type="checkbox"/>	April 25 <input type="checkbox"/>	June 13 <input type="checkbox"/>
-----------	---	----------------------------------	----------------------------------	---------------------------------	-----------------------------------	----------------------------------

ORIGINAL TEST(S) and TEST CENTER	Check the box for Aptitude Test if you registered for it. Enter the code of the Advanced Test (see list on page 5) and the test center for which you originally registered.	TEST CODES		TEST CENTER			
		APTITUDE TEST <input type="checkbox"/>	ADVANCED TEST <input type="checkbox"/>	NUMBER	INSTITUTION	CITY	STATE OR COUNTRY

CHANGED TEST(S) and/or TEST CENTER	Check the box for Aptitude Test if you plan to take it. Enter the code of the Advanced Test you now plan to take (see list on page 5), or your new test center choice, or both.	TEST CODES		TEST CENTER			
		APTITUDE TEST <input type="checkbox"/>	ADVANCED TEST <input type="checkbox"/>	NUMBER	INSTITUTION	CITY	STATE OR COUNTRY

MAIL THIS COMPLETED FORM (and fee payment) to:

**DO NOT SEND CASH.** Forms received without all information completed and proper fees will be returned.

Graduate Record Examinations  
Educational Testing Service  
Box 955  
Princeton, NJ 08541

FEES	Test or center change fee (\$5) .....	\$	
	Fee for tests added (\$20 per test) .....	\$	
	Total fee payment .....	\$	

Make your remittance payable to GRE.

## TOEFL BULLETIN 1980-81

### Ordering Information

Many colleges and universities require applicants whose native language is not English to take the Test of English as a Foreign Language (TOEFL). If any institutions to which you are applying require the test, you may arrange to take it on one of the dates given below. The *TOEFL Bulletin*, which includes

an application form, is available in many locations outside the United States, usually at offices of the United States International Communication Agency (USICA), United States educational commissions and foundations, binational centers, and many private organizations.

● If you want to be tested in one of the following countries or geographic areas, you must obtain a copy of the *Bulletin* from the agency that handles TOEFL registration for that country or area.

**EUROPE:** Print your name and address on the label and mail it to CITO, P.O. Box 1203, 6801 BE Arnhem, Netherlands.

**HONG KONG:** Do not use the mailing label. Obtain the *Bulletin* from: (1) Hong Kong Examinations Authority, External Examinations Section, San Po Kong Sub-office, 17 Tseuk Luk Street, San Po Kong, Kowloon, Hong Kong; or (2) Institute of International Education, The Hong Kong Arts Centre, 12th Floor, Harbour Road, Wanchai, G.P.O. 10010, Hong Kong.

**INDIA:** Print your name and address on the label and mail it to Bureau of Educational Research and Service, Ewing Christian College Campus, Allahabad, U.P. 211 003, India.

**MALAYSIA:** Print your name and address on the label and mail it to Educational Information Center, Malaysian-American Commission on Educational Exchange, 198 Jalan Ampang, Kuala Lumpur 04-07, Malaysia.

**MEXICO:** Print your name and address on the label and mail it to Institute of International Education, Educational Counseling Center, Londres 16, 2nd Floor, Mexico 6 D.F., Mexico.

**MIDDLE EAST (except Israel) and NORTH AFRICA:** Print your name and address on the label and mail it to the nearest AMIDEAST office or to AMIDEAST, Suite 100, 1717 Massachusetts Avenue, NW, Washington, DC 20036, USA.

**TAIWAN (R.O.C.):** Do not use the mailing label. Obtain the *Bulletin* from The Language Training and Testing Center, 2-1 Hsu-Chow Road, Taipei, Taiwan 100, Republic of China.

**THAILAND:** Print your name and address on the label and mail it to the Institute of International Education, G.P.O. Box 2050, Bangkok, Thailand.

● If you want to take the test in a country or geographical area that is not listed to the left and you cannot obtain a *Bulletin* locally, print your name and address on the mailing label and airmail it to TOEFL, Box 899, Princeton, NJ 08541, USA.

**TEST DATES:** August 9, 1980; October 4, 1980;  
November 22, 1980; January 17, 1981; March 14, 1981; May 16, 1981.  
Additional test dates are offered in some countries.

Score reports are sent to institutions about four weeks after the test date.

THIS IS YOUR MAILING LABEL. PLEASE TYPE OR PRINT CLEARLY.

TEST OF ENGLISH AS A FOREIGN LANGUAGE  
TOEFL Bulletin Order

575-06

TO	



# GRE REQUEST FOR SCORE CANCELLATION

I was present on the test date indicated below but I would like to cancel the following GRE scores:

☐ **Aptitude Test**

(Verbal, quantitative, and analytical ability scores will be canceled; cancellation of verbal score only, quantitative score only, or analytical score only is **not** permitted.)

☐ **Advanced Test**

(Total score, and subscores if applicable, will be canceled.)

I understand that my test fees will not be refunded and that the scores I am canceling **will not be sent** to me or to any other recipient. I also understand that, once canceled, my scores cannot be reinstated.

Signature \_\_\_\_\_ Date \_\_\_\_\_

PLEASE PRINT

LAST NAME												FIRST NAME												M.I.	
Month				Day				Year				Month				Day				Year					
SEX				DATE OF BIRTH				REGISTRATION NUMBER								TEST DATE									
TEST CENTER NUMBER												NAME AND LOCATION OF TEST CENTER													

Mail completed form to:

Graduate Record Examinations  
Educational Testing Service  
Attn: Score Cancellation  
Box 955  
Princeton, NJ 08541

This form must be RECEIVED by ETS not later than seven days after the test date.

## GRE 1980-81 Additional Score Report Request Form

Use this form only if you want score reports sent to institutions in addition to those listed on your registration form or if you want previous GRE scores sent to institutions.

To avoid delay in the reporting of your scores, do not send a letter.

PLEASE PRINT ALL INFORMATION CALLED FOR BELOW.

NAME: Print your last name, first name, and middle initial exactly as you did when registering.

LAST NAME												FIRST NAME												MIDDLE INIT.	
Male		Female		DATE OF BIRTH				19				NAME AT TIME OF LATEST TEST DATE, IF DIFFERENT													
1 <input type="checkbox"/>		2 <input type="checkbox"/>		MONTH				DAY				YEAR BORN													

YOUR PRESENT ADDRESS: Print your present address **only if it is different from when you last took the test.**

NUMBER AND STREET											
CITY											
STATE				ZIP CODE				FOREIGN COUNTRY CODE			

U.S. SOCIAL SECURITY NUMBER

OPTIONAL — ENTER IF AVAILABLE.								
--------------------------------	--	--	--	--	--	--	--	--

# ASR

See INSTITUTION CODE LIST and DEPARTMENT CODE LIST in the *Bulletin*. If the codes are not listed, leave the code boxes blank and complete the rest of the requested information.

In the box labeled "REPT.," indicate which scores you want reported to each recipient as follows:

Aptitude Test and Advanced Test, enter 1.  
Aptitude Test only ..... enter 2.  
Advanced Test only ..... enter 3.

Use this box only if your most recent scores were earned after October 1, 1974.

SCORE RECIPIENTS	INSTITUTION CODE	DEPT. CODE	REPT.	INSTITUTION OR FELLOWSHIP SPONSOR	GRADUATE OR PROFESSIONAL SCHOOL	DEPARTMENT	U
R				1.			
R				2.			
R				3.			

The GRE program cannot accept requests for deletion or substitution of score recipients listed on this form.

By signing this form, I authorize Educational Testing Service to release my GRE scores, under the conditions set forth in the GRE *Information Bulletin*, to the graduate schools and fellowship sponsors I have designated on the form.

SIGNATURE

DATE

FEES: \$4 for each score recipient listed.

MAIL THIS COMPLETED FORM TO:  
Graduate Record Examinations  
Educational Testing Service  
Box 955 — TR  
Princeton, NJ 08541

Incomplete forms or forms received without appropriate fees will be returned.

DO NOT SEND CASH OR STAMPS.

Make your remittance payable to GRE.

TOTAL AMOUNT ENCLOSED

Check amount enclosed (from total entered at lower right of form)

☐ \$4

☐ \$8

☐ \$12

\* If your latest test date is **after** October 1, 1974, and **subject to your instructions in the shaded boxes labeled REPT. at the lower left**, your score report will routinely include the following scores:

- Your three most recent Aptitude Test scores and/or three most recent Advanced Test scores from a maximum of five test dates (including any for which you were registered but were absent), provided they all occur within three consecutive academic years (October 1 through September 30).

If your latest test date is **before** October 1, 1974, see the reverse side of this form for reporting rules.

1. ENTER YOUR LATEST TEST DATE.  MONTH YEAR	2. ENTER YOUR REGISTRATION NUMBER (if available) FOR THE TEST DATE ENTERED AT LEFT.  MONTH YEAR
3. ENTER LOCATION OF THE TEST CENTER.  CITY STATE OR COUNTRY	
4.  MONTH YEAR MONTH YEAR MONTH YEAR	

1a. If you entered a FUTURE TEST DATE, your scores will be reported after scores from that test date become available.

1b. If you entered a PREVIOUS TEST DATE, your scores will be reported from two to four weeks after this request is received.

IMPORTANT: If, in addition to the above, you want scores reported that were earned more than two academic years earlier than the date you entered above, enter in the boxes below the approximate date(s) on which you earned such scores.



**REPORTING RULES if latest GRE test date is before October 1, 1974**  
(See Additional Score Report Request form on the reverse side.)

If your latest test date is before October 1, 1974, the structure of our score files does not permit the selection of scores by test as is possible for individuals who were tested more recently. Your score report will routinely show **all** scores you earned at the most recent GRE administration for which you were registered (or show that you were absent on that date). It will also contain **all** the scores you earned at up to two additional previous administrations, provided the scores were earned in the same academic year (October 1 through September 30) or in the preceding two academic years.



# GRADUATE PROGRAMS AND ADMISSIONS MANUAL

1979-1981 EDITION

## Order Form

Complete this form, detach, and mail to the address shown on the label below.

Please send the items marked below.

### NO. OF COPIES

A Agriculture, Biological Sciences,  
Health Sciences, and Home Economics .....@ \$4 ..... \$

B Arts and Humanities .....@ \$4 ..... \$

C Physical Sciences, Mathematics, and  
Engineering .....@ \$4 ..... \$

D Social Sciences and Education .....@ \$4 ..... \$

### EXTRA CHARGE FOR FIRST-CLASS MAIL DELIVERY:

Addresses in the U.S., Puerto Rico, Canada  
and Mexico. \$2 per volume (optional) ..... \$

Addresses in all other countries: shipment  
is made by air only. \$5 per volume ..... \$

Payment should be made by check, bank draft, mail transfer, or  
money order drawn on a bank in the United States or by U.S.  
Postal Money Order, International Money Order, Unesco Coupons,  
or International Postal Reply Coupons. Make payable to GPAM.  
Correct payment (including postage and handling fee, if any) must  
be enclosed. **DO NOT SEND CASH.**

\$

TOTAL ENCLOSED

Orders received  
without payment  
will be returned.

DO NOT DETACH THIS MAILING LABEL. PLEASE TYPE OR PRINT CLEARLY BELOW.

### GRADUATE PROGRAMS AND ADMISSIONS MANUAL

Box 2606

Princeton, NJ 08541, U.S.A.

540-95

A

B

C

D

TO

### COLLEGE ACHIEVEMENT THROUGH SELF-HELP

## Order Form

Complete this form, detach, and mail to the address shown on the label below.

Please send the number of copies indicated below.

### NO. OF COPIES

College Achievement Through Self-Help @ \$2.25 \$

TOTAL ENCLOSED

Payment should be made by check, bank draft, mail transfer, or  
money order drawn on a bank in the United States or by U.S.  
Postal Money Order, International Money Order, Unesco Coupons,  
or International Postal Reply Coupons. Make payable to  
Office for Minority Education, ETS. **DO NOT SEND CASH.**

Orders received  
without payment  
will be returned.

DO NOT DETACH THIS MAILING LABEL. PLEASE TYPE OR PRINT CLEARLY BELOW.

### Office for Minority Education Educational Testing Service

Princeton, NJ 08541, U.S.A.

859-01

TO

To obtain copies of the test questions used in scoring the regular and large  
print editions of the GRE Aptitude Tests administered in January and April  
1980, use the grey-shaded form below. Or, if you are registering to take the  
GRE, you may use the space provided on the registration form.

### APTITUDE TEST QUESTIONS, JANUARY/APRIL 1980

## Order Form

Complete this form, detach, and mail to the address shown on the label below.

Please send the number of copies indicated below.

### NO. OF COPIES

\$3 each if mailed to U.S., Puerto Rico, Canada, or Mexico ..... \$

\$6 each if mailed to any other country ..... \$

Payment should be made by check, bank draft, mail transfer, or  
money order drawn on a bank in the United States or by U.S.  
Postal Money Order, International Money Order, Unesco Coupons,  
or International Postal Reply Coupons. Make payable to GRE. **DO  
NOT SEND CASH.**

\$

TOTAL ENCLOSED

Orders received  
without payment  
will be returned.

DO NOT DETACH THIS MAILING LABEL. PLEASE TYPE OR PRINT CLEARLY BELOW.

### Graduate Record Examinations

Box 955-A

Princeton, NJ 08541, U.S.A.

540-01

TO

To obtain copies of the test questions used in scoring the regular and large  
print editions of the GRE Aptitude Test administered on October 18 or 20,  
1980, December 13 or 15, 1980, or February 7, 1981, use the color-tinted  
form below. More than one form of the test may be used on each test date. **If  
you take the test on one of these dates and want to be sure you receive a  
copy of the test questions you took, you must use the order form enclosed  
with your score report.**

### 1980-81 GRE APTITUDE TEST QUESTIONS ORDER FORM

Complete this form, detach, and mail to the address shown on the label below.

Please send the number of copies indicated below.

### NO. OF COPIES

Test questions administered in October 1980  
(AVAILABLE AFTER DECEMBER 23, 1980)

Test questions administered in December 1980  
(AVAILABLE AFTER FEBRUARY 27, 1981)

Test questions administered in February 1981  
(AVAILABLE AFTER APRIL 11, 1981)

TOTAL NUMBER OF COPIES ORDERED

\$2 each if mailed to U.S., Puerto Rico, Canada, or Mexico ..... \$

OR

\$3.75 each if mailed to any other country ..... \$

Payment should be made by check, bank draft, mail transfer, or  
money order drawn on a bank in the United States or by U.S.  
Postal Money Order, International Money Order, Unesco Coupons,  
or International Postal Reply Coupons. Make payable to GRE. **DO  
NOT SEND CASH.**

\$

TOTAL ENCLOSED

Orders received  
without payment  
will be returned.

DO NOT DETACH THIS MAILING LABEL. PLEASE TYPE OR PRINT CLEARLY BELOW.

### Graduate Record Examinations

Box 955-A

Princeton, NJ 08541, U.S.A.

540-26

TO

CUT ON DOTTED LINES TO DETACH.



# 1980-81 CALENDAR GRADUATE RECORD EXAMINATIONS

TEST DATES	Administrations of the GRE in the United States and Puerto Rico			Administrations of the GRE in other locations		SCORE REPORTS
	SPECIAL REQUESTS	REGULAR REGISTRATION DEADLINE	LATE REGISTRATION PERIOD	SPECIAL REQUESTS	FINAL REGISTRATION DEADLINE	
	Last postmark date for requests for supplementary test centers, Monday administrations,* or arrangements for the handicapped	Registration forms postmarked after this date must be accompanied by a \$5 late registration fee.	Add \$5 late registration fee. Registration forms postmarked after this period will be returned.	Last date for receipt of requests for supplementary test centers, Monday administrations,* or arrangements for the handicapped	Registration forms received after this date will be returned.	Approximate mailing dates
	POSTMARK DATES			RECEIPT DATES AT ETS		
OCT. 18, 1980	Sept. 4	Sept. 18	Sept. 19-23	Aug. 25	Sept. 8	NOV. 25, 1980
DEC. 13, 1980	Oct. 30	Nov. 7	Nov. 8-18	Oct. 20	Nov. 3	JAN. 29, 1981
FEB. 7, 1981	Dec. 23	Jan. 2	Jan. 3-13	Dec. 15	Dec. 29	MAR. 13, 1981
APR. 25, 1981†	Mar. 12	Mar. 20	Mar. 21-31	Mar. 2	Mar. 16	MAY 29, 1981
JUNE 13, 1981††	Apr. 30	May 8	May 9-19	Apr. 20	May 4	JULY 17, 1981

\*Monday administration dates will be October 20 and December 15, 1980, and February 9, April 27, and June 15, 1981. The Aptitude Test will not be offered on February 9, April 27, and June 15, 1981, in states where test disclosure laws are in effect.

†The Aptitude Test will not be offered in states where test disclosure laws are in effect.

††Only the Aptitude Test will be given.

## MINORITY GRADUATE STUDENT LOCATER SERVICE REGISTRATION DEADLINES 1980-81

TO BE INCLUDED IN  
ROSTERS MAILED IN:

OCTOBER  
DECEMBER  
FEBRUARY

REGISTER BY:

SEPT. 26, 1980  
NOV. 7, 1980  
JAN. 23, 1981

## 1980-81 GRE SCHEDULE OF FEES

<b>Registration fee for one test</b>			
United States and Puerto Rico.....	\$20	Clerical scoring service (page 14) .....	\$ 8
Other locations .....	25	Aptitude Test questions, January/April 1980 (page 14)	
<b>Registration fee for two tests</b>		To addresses in the United States,	
United States and Puerto Rico.....	40	Puerto Rico, Canada, and Mexico .....	3
Other locations .....	45	To other countries .....	6
Late registration fee (domestic candidates only) ....	5	Graduate Programs and Admissions Manual (page 20)	
Change of test center or test (page 11) .....	5	By domestic fourth class mail .....	4
Standby registration service fee (page 13) .....	20	By first class mail to United States,	
<b>Prepaid Additional Score Report Requests</b>		Puerto Rico, Canada, and Mexico ...	per volume 6
(page 10) .....	each 8	Other countries (airmail only) .....	per volume 9
Additional Score Report Requests (page 11) ...	each 4	Special Administration Service (page 20)	
Emergency score reporting service (page 16),		Registration fee .....	for one test 40
per recipient .....	10		for two tests 60
Copy of Aptitude Test answer sheet (page 14) .....	3.50	Change of test date .....	10



EDUCATIONAL TESTING SERVICE



PRINCETON, N.J. 08541

609-921-9000  
CABLE-EDUCTESTSVC

CORRECTIONS

In the sample test answer key on page 47 of the GRE Information Bulletin for 1980-81,

1. The correct answer to question 4 of Section III is C;
2. Question 24 of Section III is mis-labeled "22"; and
3. The correct answer to question 24 of Section III is E.

We apologize for these typographical errors.



PROGRAM CHANGES -- NEW YORK STATE ONLY

As a result of legislation enacted by New York State in June 1980, the revised Graduate Record Examinations testing schedule in New York State in 1980-81 will be as follows:

1. The GRE APTITUDE TEST will be offered in regular, large-type, braille, and cassette editions on October 18 and December 13, 1980, and February 7, 1981.
2. Six of the 20 GRE ADVANCED TESTS will be offered on December 13, 1980, and February 7 and April 25, 1981. (The Advanced Tests will not be offered in October 1980.) The six tests will be in the following subjects:

Biology	Engineering
Chemistry	Literature in English
Education	Psychology

3. For examinees who for religious reasons cannot take tests on Saturdays, each test will be offered on the Monday following the Saturday date listed for it in the preceding paragraphs.

Questions in the Aptitude Test administered on February 9, 1981, and questions in the Advanced Tests and braille and cassette editions of the Aptitude Test administered in the 1980-81 testing year will not be published in 1981.

This announcement supersedes the announcement dated July 1980: "PROGRAM CHANGES IN NEW YORK STATE, 1980-81."

October 1, 1980



(NO. 2). DO NOT USE INK.

5. UNDERGRADUATE INSTITUTION	11. TEST CENTER
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<b>1. IMPORTANT</b> I AM USING THIS FORM TO REGISTER FOR (blacken only one oval):	
10 The GRE tests and the locator service.  Complete sides 1 and 2.	30 The GRE tests only.  Complete sides 1 and 2.
Complete sides 1 and 2.	
<b>LOCATER SERVICE: Registration deadline for 1980-1981 searches is January 23, 1981. See <i>Information Bulletin</i> for search schedule.</b>	

	CODE									
Using the Institution Code List in the Bulletin enter the code for your current or most recent undergraduate institution.	R									
	0	0	0	0	0	0	0	0	0	0
	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	4	4	4
	5	5	5	5	5	5	5	5	5	5
	6	6	6	6	6	6	6	6	6	6
	7	7	7	7	7	7	7	7	7	7
	8	8	8	8	8	8	8	8	8	8

IF YOU ARE REGISTERING TO TAKE THE GRE AND APPLYING TO YOUR UNDERGRADUATE INSTITUTION FOR GRADUATE STUDY, ENTER THAT INSTITUTION'S CODE AGAIN IN ITEM 13.

6. DATE OF BIRTH			7. SEX
Month	Day	Year	
Jan.			10 Male
Feb.			

Month	Day	Year
<input type="radio"/> Jan.		
<input type="radio"/> Feb.		

10 Male

Apr.	1	2	3	4	5	6	7	8	9	10	11	12
May	1	2	3	4	5	6	7	8	9	10	11	12
June	1	2	3	4	5	6	7	8	9	10	11	12
July	1	2	3	4	5	6	7	8	9	10	11	12
Aug.	1	2	3	4	5	6	7	8	9	10	11	12
Sept.	1	2	3	4	5	6	7	8	9	10	11	12
Oct.	1	2	3	4	5	6	7	8	9	10	11	12
Nov.	1	2	3	4	5	6	7	8	9	10	11	12
Dec.	1	2	3	4	5	6	7	8	9	10	11	12

**9. U.S. SOCIAL SECURITY NUMBER**

Handwriting practice sheet for the letter 'r'. The sheet is divided into three horizontal sections, each with a different background color: blue, green, and red. Each section contains a row of tracing guides and a row of independent practice letters.

The first row (blue background) shows a solid 'r' followed by a dashed 'r' for tracing, and then ten circles containing the letter 'r' for independent practice.

The second row (green background) shows a solid 'r' followed by a dashed 'r' for tracing, and then ten circles containing the letter 'r' for independent practice.

The third row (red background) shows a solid 'r' followed by a dashed 'r' for tracing, and then ten circles containing the letter 'r' for independent practice.

10 Oct. 18, 1980      40 April 25, 1981\*  
20 Dec. 13, 1980      50 June 13, 1981\*  
30 Feb. 7, 1981      (Limited testing.  
Only the Aptitude  
Test will be given.)

\*The Aptitude Test will not be given on these dates in New York or in other states in which test disclosure laws are in effect.

<p>Select center from the Test Center List in the <i>Bulletin</i>. Enter center code and location below. Candidates requesting a Monday administration or a supplementary test should leave the code area blank and must submit an explanatory letter. Handicapped candidates must use code 11000-9. See the <i>Bulletin</i> and Registration Instructions for full details.</p>	<p><b>CODE</b></p>		<p><b>LOCATION (Print)</b></p>	
	<p>01 1 2 3 4 5 6 7 8 9</p>	<p>01 1 2 3 4 5 6 7 8 9</p>	<p>City</p>	<p>State or Province</p>

Select center from the Test Center List in the *Bulletin*. Enter center code and location below. Candidates requesting a Monday administration or a supplementary test center should leave the code area blank and must submit an explanatory letter. Handicapped candidates must use code 11000-9. See the *Bulletin* and Registration Instructions for full details.

[illegible]

I am registering for the APTITUDE TEST. ☐ Yes ☐ No  
 Aptitude Test not available in April or June in New York  
 or in other states in which test disclosure laws are in effect.

I am registering for an ADVANCED TEST. ☐ Yes ☐ No  
 Advanced Tests are available on all test dates except June.

If you are registering for an Advanced Test, indicate which one by blackening the appropriate oval. These are not major field codes; blacken an oval below only if you are registering for an Advanced Test.

B24 ○ — Biology      G46 ○ — Geography      P74 ○ — Philosophy

B24	— Biology	G46	— Geography	P74	— Philosophy
C27	— Chemistry	G47	— Geology	P77	— Physics
C29	— Computer Science	G52	— German	P79	— Political Science
E31	— Economics	H57	— History	P81	— Psychology
E34	— Education	L64	— Literature in English	S87	— Sociology
E37	— Engineering	M67	— Mathematics	S91	— Spanish
F44	— French	M71	— Music		

Refer to the Registration instructions for directions. Be sure to enter your undergraduate institution's code here if you are applying there for graduate studies, even if you already entered the code in item 5. This is necessary to insure that the appropriate office at the institution receives your scores. Below each code indicate which scores you want sent to each institution.

1		2		3	
INSTITUTION	DEPT.	INSTITUTION	DEPT.	INSTITUTION	DEPT.
01	0	01	0	01	0
01	1	01	1	01	1
01	2	01	2	01	2
01	3	01	3	01	3
01	4	01	4	01	4
01	5	01	5	01	5
01	6	01	6	01	6
01	7	01	7	01	7
01	8	01	8	01	8
01	9	01	9	01	9

Refer to the Registration Instructions for directions. Be sure to enter your undergraduate institution's code here if you are applying there for graduate studies, even if you already entered the code in item 5. This is necessary to insure that the appropriate office at the institution receives your scores. Below each code indicate which scores you want sent to each institution.

SEND THE FOLLOWING SCORES FROM MY CUMULATIVE GRE RECORD:

1 <input type="radio"/> All scores	1 <input type="radio"/> All scores
2 <input type="radio"/> Aptitude scores only	2 <input type="radio"/> Aptitude scores only
3 <input type="radio"/> Advanced scores only	3 <input type="radio"/> Advanced scores only







18-0861

18-0861

Send by air if mailed from country other than the United States or Puerto Rico.

▼ To speed the handling of your registration, please blacken completely the appropriate boxes below.

**WHAT YOU ARE REGISTERING FOR:**

- ☐ Both the GRE and the Minority Graduate Student Locator Service
- ☐ Only the GRE
- ☐ Only the Locator Service

**TEST DATE FOR WHICH YOU ARE REGISTERING:**

- ☐ October 18, 1980
- ☐ December 13, 1980
- ☐ February 7, 1981
- ☐ April 25, 1981
- ☐ June 13, 1981 (Aptitude Test only)

**GRADUATE RECORD EXAMINATIONS**

**Educational Testing Service**

**Box 955-R**

**Princeton, NJ 08541**

Postal Service  
will not deliver  
without postage.



**HAVE YOU SIGNED YOUR CHECK?**

*Your registration form will be returned to you if you have registered for the GRE and*

- *did not use a soft lead pencil when you completed the registration form.*
- *did not complete the necessary items identified in the registration instructions.*
- *did not enclose the correct fees.*

5400101 • 0020P1620 • 232122

**STEPS FOR COMPLETION OF REGISTRATION:**

1. Follow directions in the 1980-81 *GRE Information Bulletin* for filling out the enclosed registration form.
2. Do *not* staple your check or money order to the registration form.

**DO NOT SEND CASH.**

**FROM:**

(PLEASE PRINT OR TYPE)

Name \_\_\_\_\_  
Number and Street \_\_\_\_\_  
City \_\_\_\_\_ State or Province \_\_\_\_\_  
Country \_\_\_\_\_ Zip or Postal Code \_\_\_\_\_